

Special Educational Needs and Disability (SEND) Policy

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SECTION 1: NORFOLK ACADEMIES STATEMENT OF INTENT

- 1.1 Norfolk Academies recognise that all children have learning needs and that for some, these become Special Educational Needs (SEN). We recognise the Code of Practice 2014 which defines SEN as “a young person having a significantly greater difficulty in learning than the majority of others of the same age, or who has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools/academies within the area.”
- 1.2 We recognise that there is a continuum of special educational needs which should be reflected in a continuum of provision and that good practice in special needs is at the core of all excellent teaching and learning.
- 1.3 Our principles and values are underpinned by the Government's four broad aims for (erstwhile Local Authority) policy:
- Promote high standards of education for young people with SEND
 - Encourage young people with SEND to participate fully in the Trust's community and take part in decisions about their education.
 - Work with other statutory and voluntary bodies to provide support for young people with SEND.
 - For young people with SEND, the key principle underpinning this vision and through which the above aims are to be met are:
 - Early intervention
 - Promoting inclusive education
 - Partnership with parents and carers
 - Promoting high expectations
 - Equality of opportunity
 - Sharing responsibility
 - Continuum of high quality provision
 - High quality trained staff
 - Procedures which are clear and effective
 - Monitoring, review and evaluation
 - Partnership with young people

SECTION 2: SCOPE

- 2.1 This is a Norfolk Academies Statutory Policy for Fakenham Academy Norfolk. As such, it provides the policy to be followed at the Academy.

SECTION 3: LEGAL REQUIREMENTS

- 3.1 This policy is required by the Department for Education (DfE) and falls into the category of:

A. Statutory policies required by Education Legislation

SECTION 4.1: POLICY

- 4.1.1 The National Special Educational Needs and Disabilities (SEND) ethos is for SEND students to access an educational package enabling them to flourish at the Academy and beyond. “ Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff” (SEND Code of Practice 2015).
- 4.1.2 Fakenham Academy values the abilities and achievements of all its students and is committed to providing, for each student, the best possible environment for learning and for all students to maximise their potential.

4.2 AIMS AND OBJECTIVES

- 4.2.1 The SEND aims of the Academy are:
- To ensure that all students have access to a broad and balanced curriculum;
 - To provide a differentiated curriculum appropriate to the individual’s needs and ability;
 - To ensure the identification of all students requiring SEND provision as early as possible in their Academy career;
 - To ensure that SEND students take as full a part as possible in all Academy activities;
 - To ensure that parents and carers of SEND students are kept fully informed of their child’s progress and attainment;
 - To ensure that SEND students are involved, where practicable, in decisions affecting their future SEND provision.

4.3 DEFINITION OF SPECIAL EDUCATIONAL NEEDS PROVISION

- 4.3.1 A child has special educational needs if he or she has learning difficulties that or disability that call for special educational provision to be made.
- 4.3.2 A child has learning difficulties or disability if he or she:
- Has a significantly greater difficulty in learning than the majority of children of the same age;
 - Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other academies and schools;
- 4.3.3 Special educational provision means:
- For children and young people from 0-25, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area;

- Children must not be regarded as having learning difficulties solely because their language, or a form of the home language, is different from that in which they are taught.

4.4 PROVISION

- 4.4.1 Fakenham Academy will have due regard for the Special Educational Needs Code of Practice when carrying out our duties towards all students with special educational needs and ensure that parents or carers are notified when SEND provision is being made for their child.
- 4.4.2 The FAN provision for SEND is described in the SEND information report on our website which is the FAN Local Offer (see Appendix 1).
- 4.4.3 Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, carers, teachers and students working together.

4.5 ADMISSIONS

- 4.5.1 The FAN Academy Council (Governors) believe that the admissions criteria should not discriminate against students with SEND and has due regard for the practice advocated in the SEND Code of Practice.

4.6 INCLUSION

- 4.6.1 Our SEND Policy in Practice reinforces the need for teaching that is fully inclusive. The FAN Academy Council (Governors) will ensure that appropriate provision will be made for all students with SEND.
- 4.6.1 FAN continues to follow the Norfolk Children's Services Inclusion statement 'Inclusion is the process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.'

4.7 EVALUATING THE SUCCESS OF OUR SEND POLICY

- 4.7.1 In evaluating the success of this policy, we have identified specific objectives which are given under Section 2: Aims and Objectives. The Academy will consider the views of:
- Teachers
 - Parents and carers
 - Students
 - External professionals
- 4.7.2 Student progress will provide evidence for the success of the SEND Policy and this will be analysed carefully through:
- Neales reading test
 - Young's Parallel Spelling Test

- Teacher comments and subject reports/tests/levels
- Student Profiles

4.8 ALLOCATION OF RESOURCES

4.8.1 The Academy budget allocation for SEND is allocated to provide maximum coverage of all SEND students within the Academy.

4.8.2 In May 2018 Norfolk County Council (NCC) introduced new processes for funding SEND support. Funding for SEND is delegated from NCC to the schools' via their notional SEN budget. It is the expectation that schools provide support to their pupils with SEND from their SEND budget.

- Top-up funding for students with EHCPs is allocated from NCC. A scaling tool is used to assess the level of need and allocation of funds.
- Where a student without an EHCP requires an exceptionally high level of support above the £6,000 to be allocated from the notional SEN, top up funding may be available.
- The school can apply for top-up funding from NCC.

4.8.3 The FAN Academy Council (Governors) ensure that resources are allocated to support appropriate provision for all students requiring it and in meeting the objectives set out in this policy.

4.9 IDENTIFICATION, ASSESSMENT AND PROVISION

4.9.1 At FAN, we have adopted an inclusive approach to SEND policy and practice. Students identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the Academy. Where it is not possible to integrate students fully into mainstream classes, they may be taught in small groups or individually within the SEND Department.

4.9.2 Access for disabled students is via ramps and lifts to most areas of the Academy.

4.9.3 All students should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEND and disabilities will be able to study the full National Curriculum.

Early identification of students with SEND is a priority. The Academy will use appropriate screening and assessment tools and ascertain student progress through:

- Discussion with primary school SENCOs;
- KS2 SATS;
- Standardised screening or assessment tools.

4.9.4 At FAN, the following assessment tools are used:

- Screening/diagnostic tests such as the Neales test for reading and Youngs test for spelling.
- Reports or observations
- Records from feeder schools and Academies etc.
- Information from parents and carers
- External exam results
- Student portfolios
- Dyslexia Screener
- Standardised tests: WRAT 4, Diagnostic Reading Analysis, DASH, CTOPP

4.10 SEND PROVISION

4.10.1 On entry to the Academy, each child's attainment will be assessed in order to ensure continuity of learning from primary school or transference from another secondary school or Academy. For students with identified SEND, the Special Educational Needs Co-ordinator will:

- Use information from the primary school to shape the student's curriculum and pastoral provision in the first few months;
- Identify the student's skills and be aware of areas that require support;
- Ensure ongoing observations/assessments provide regular feedback on achievements/experiences in order to plan the next steps in learning;
- Ensure students have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme;
- Involve students in planning their student profiles;
- Involve parents and carers in a joint home-Academy learning approach.

4.11 THE RANGE OF PROVISION

4.11.1 Wave 1 SEND Support

- Full-time education in classes with additional help and support by class teacher through a differentiated curriculum.
- Full-time education in classes with additional help and support by class teacher and Student Support Assistant through a differentiated curriculum.

4.11.2 Wave 2 SEND Support

- Registration extraction (0.855 – 9.15) working with a Student Support Assistant to overcome barriers to learning.
- Withdrawal from language lessons for additional literacy programme.

4.11.3 Wave 3 SEND Support

- Lessons in small SEN classes delivered by teachers/Higher Level Teaching Assistants.

4.12 ENGLISH AS AN ADDITIONAL LANGUAGE

- 4.12.1 Particular care will be needed with students whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs.
- 4.12.2 It will be necessary to assess a student's proficiency in English before planning any additional support that might be required. This assessment is carried out by the English as an Additional Language Specialist Student Support Team from the local Authority.

4.13 MONITORING STUDENT PROGRESS

- 4.13.1 Progress is the crucial factor in determining the need for additional support beyond good classroom teaching. Adequate progress is that which:
- Narrows the attainment gap between student and peers.
 - Prevents the attainment gap widening.
 - Is equivalent to that of peers starting from the same baseline but less than the majority of peers.
 - Equals or improves upon the student's previous rate of progress.
 - Ensures full curricular access.
 - Shows an improvement in self-help and social or personal skills.
 - Shows improvements in the student's behaviour.
 - Is likely to lead to Further Education, training, or employment.
- 4.13.2 Where teachers decide that a student's learning is not making adequate progress, the Head of Subject is the first member of staff to be consulted and then they make the referral to the SENCO. The Special Educational Needs Co-ordinator and teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through SEND/PastoralTeam support. Where concerns remain, despite sustained intervention, the Academy will consider requesting a Statutory Assessment. Parents and carers will be fully consulted at all stages of the process.

Each intervention programme is detailed in appropriate sections of this policy. The Academy also recognises that parents and carers have a right to request a Statutory Assessment.

4.14 RECORD KEEPING

- 4.14.1 The Academy will record the steps taken to meet a student's individual needs. The Special Educational Needs Co-ordinator will maintain the records and ensure access to them. In addition to the usual Academy records, the student's profile will include:
- Information from previous school/phases
 - Information from parents and carers

- Information on progress and behavior
- Statement of student's own perceptions of difficulties
- Information from health/social services
- Information from any other relevant external agencies

4.15 GENERAL LEARNING DIFFICULTIES

4.15.1 Teaching SEND students is an Academy responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching and assessing, taking into account the differences in students' abilities, aptitudes and interests. Some students may need increased levels of provision and support. The SEND Code of Practice advocates a graduated response to meeting students' needs.

4.16 SEND SUPPORT

4.16.1 SEND provision is characterised by interventions that are different from or additional to the normal differentiated curriculum. Intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, students:

- Make little or no progress;
- Demonstrate difficulty in developing literacy or numeracy skills;
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies;
- Have sensory/physical problems and make little progress despite the provision of specialist equipment;
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

4.16.2 If the Academy decides, after consultation with parents or carers, that a student requires additional support to make progress, the Special Educational Needs Co-ordinator, in collaboration with teachers, will support the assessment of the student and have an input in planning future support. Parents or carers will be closely informed of the action and results by the Special Educational Needs Co-ordinator.

4.17 USE OF SUPPORT STAFF WITHIN SEND PROVISION

4.17.1 **Special Educational Needs Co-ordinator**

Is responsible for EHCP/Statement reviews, consultation with other feeder schools and county over SEN admissions. Oversees the work of the SEND Manager. Delivers specialist training to teaching staff..

4.17.2 **Special Educational Needs Manager**

Plans programmes of intervention, allocates Student Support Assistant staff to appropriate groups and SEND teaching to all year groups.

4.17.3 Higher Level Teaching Assistants provide small group specialist teaching in areas of expertise.

4.17.4 **Student Support Assistants**

Provide in class support dependent on needs of specific students and areas of expertise.

4.17.5 **Specialist Assessor/Literacy Instructor**

Assesses students for access arrangements for examinations and dyslexia screening. Provides specialist small group literacy teaching to identified students.

4.18 **NATURE OF INTERVENTION**

4.18.1 The Special Educational Needs Co-ordinator, in collaboration with the class teacher, will decide the action required to help the student progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the student;
- Provision of alternative learning materials/special equipment;
- Group support;
- Provision of additional adult time in devising interventions and monitoring their effectiveness;
- Staff development/training to undertake more effective strategies;
- Access to support services for advice on strategies, equipment, or staff training.

4.19 **STUDENT PROFILES**

4.19.1 Strategies for a student's progress will be recorded in a student profile containing information on:

- Exam Access Arrangements
- Barriers to learning
- Strategies for developing the student's learning skills

4.20 **REVIEWING STUDENT PROFILES**

4.20.1 Student profiles will be reviewed bi-annually. The Academy will endeavour to hold the reviews in an informal manner and the views of the parents or carers on their child's progress will actively be sought with Educational Health Care Plans (EHCPs). Wherever possible or appropriate, the Academy will involve students and parents and carers in this process.

4.21 **SCHOOL ACTION PLUS**

4.21.1 SEND Support also covers involvement of external services. Placement of a student at this level will be made by the Special Educational Needs Co-ordinator and after full consultation with parents and carers.

4.21.2 External support services will advise specialist inputs to the support process.

4.21.3 Additional intervention will usually be triggered through continued concern, supplemented by evidence that despite receiving differentiated teaching and a sustained level of support, a student:

- Still makes little or no progress in specific areas over a long period;
- Continues to work at levels considerably lower than expected for a child of similar age;
- Continues to experience difficulty in developing literacy/numeracy skills;
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme;
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists;
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

4.21.4 External support services will require access to student records in order to understand the strategies employed to date and the targets set and achieved. The specialist may be asked to provide further assessments and advice and possibly work directly with the student. Parental consent will be sought for any additional information required. The resulting student profile will incorporate specialist strategies. These may be implemented by the teacher but involve other adults. Where appropriate, the Academy may well request direct intervention/support from a specialist/teacher.

4.22 REQUEST FOR STATUTORY ASSESSMENT

4.22.1 The Academy will request a Statutory Assessment from the LEA when, despite an individualised programme of sustained intervention within SEND Support, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or carer or by an outside agency. The Academy will have the following information available:

- The action followed with respect to SEND Support;
- The student's student profile;
- Records and outcomes of regular reviews undertaken;
- Information on the student's health and relevant medical history;
- Student levels;
- Literacy/numeracy attainments;
- Other relevant assessments from specialists such as support teachers and educational psychologists;
- The views of parents or carers;
- Where possible, the views of the child;
- Children's Services/Attendance Improvement reports;
- Any other involvement by professionals.

4.22.2 An EHCP will normally be provided where, after a Statutory Assessment, the LEA considers the child requires provision beyond what the Academy can offer. However, the Academy recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

4.22.3 An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP;
- Delivered by the subject teacher with appropriate additional support where specified.

4.23 REVIEWS OF EDUCATION HEALTH CARE PLANS (EHCPs)

4.23.1 EHCPs must be reviewed annually. The Special Educational Needs Co-ordinator will organise and attend these reviews and invite:

- The child's parents or carers;
- The child;
- The relevant teachers;
- A representative of the LEA;
- Any other person the LEA considers appropriate;
- Any other person the Principal considers appropriate.

The aim of the review will be to:

- Assess the student's progress in relation to the targets and the needs as identified in the EHCP/Statement;
- Review the provision made for the student in the context of the levels of attainment in basic literacy/numeracy and life skills;
- Consider the appropriateness of the existing EHCPs in relation to the student's performance during the year and whether to cease, continue, or amend it;
- Set new targets for the coming year.

4.23.2 Year 9 reviews will be significant in preparing for the student's transition to employment, Further Education, work-based training, Higher Education and adult life. Beyond Year 9, the Transition Plan will be reviewed and involve any relevant outside agencies. The Academy recognises that the responsibility for such Transition Plans lies with these specialist services and the Special Educational Needs Co-ordinator.

4.23.3 With due regard for the time limits set out in the SEND Code of Practice, the Special Educational Needs Co-ordinator will write a report of the annual review meeting and send it, with any supporting documentation, to the LEA. The Academy recognises the responsibility of the LEA in deciding whether to maintain, amend, or cease an EHCP.

4.23.4 The Academy recognises that where a student with an EHCP of SEND continues to attend after compulsory education, i.e. after age 16, the LEA may decide to maintain the EHCP until age 25.

4.24 THE ROLE OF THE SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENCO)

4.24.1 The Special Educational Needs Co-ordinator (SENCO) supported by the SEND Manager plays a crucial role in the Academy's SEND provision. This involves working with the Principal and the FAN Academy Council (Governors) to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for students with SEND
- Liaising with and giving advice to fellow teachers

- Managing Student Support Assistants
- Overseeing students' records
- Liaising with the parents and carers
- Making a contribution to staff Continued Professional Development
- Ensuring the smooth transfer arrangement for SEND students
- Liaising with external agencies, LEA support services, Health and Social Services and any other relevant external agency

4.24.2 For effective co-ordination, staff must be aware of:

- The responsibility all teachers have in making provision for SEND students;
- The commitment required by staff to keep the Special Educational Needs Co-ordinator well informed about students' progress;
- Mechanisms that exist to allow teachers to access information about SEND students (currently this information is given to staff in September);
- What exactly constitutes a 'level of concern' and at which point Academy Action is initiated;
- Mechanisms that exist to alert the SENCO to such 'levels of concern';
- The procedure by which parents and carers are informed of this concern and the subsequent SEND provision.

4.24.3 Additionally, parents and carers must be given clear guidance to the means by which they can contribute to co-ordination and how they can provide additional information when and if required.

4.25 THE ROLE OF THE FAN ACADEMY COUNCIL (GOVERNORS)

4.25.1 The FAN Academy Council (Governors) responsibilities to students with SEND include:

- Ensuring that the SENCO is a fully qualified teacher with the required level of experience/qualifications;
- Ensuring that provision of a high standard is made for SEND students;
- Ensuring that SEND students are fully involved in Academy activities;
- Having regard to the SEND Code of Practice when carrying out these responsibilities;
- Being fully involved in developing and subsequently reviewing SEND Policy;
- Reporting to parents and carers on the Academy's SEND Policy including the allocation of resources from the Academy's delegated budget.

4.26 THE ROLE OF THE SUBJECT LEADER

4.26.1 The SEND Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the Academy's procedures for the identification and assessment of and subsequent provision for SEND students;
- Collaborating with the Special Educational Needs Co-ordinator to decide the action required to assist the student to progress;
- Working with the Special Educational Needs Co-ordinator to collect all available information on the student;

- In collaboration with the Special Educational Needs Co-ordinator to develop student profiles for SEND students;
- Working with SEND students on a daily basis to deliver the individual programme set out in the student profile;
- Developing constructive relationships with parents and carers.

4.27 THE ROLE OF THE STUDENT SUPPORT ASSISTANT

4.27.1 The role of the Student Support Assistant:

- Reinforcing skills and learning;
- Delivering intervention packages;
- Mediating;
- Behavioural assistance.

4.27.2 It is the role of the classroom teacher to identify which of the above a Student Support Assistant in their classroom is delivering.

4.27.3 Student Support Assistants deliver Wave 2 SEND intervention and help with Wave 3 SEND intervention.

4.27.4 Student Support Assistants are there to measurably increase students' independent learning.

4.28 THE ROLE OF THE PRINCIPAL

4.28.1 The Principal's responsibilities include:

- Keeping the FAN Academy Council (Governors) informed about SEND within the Academy;
- Working closely with the Special Educational Needs Co-ordinator and SEND Team;
- Informing parents or carers of the fact that SEND provision has been made for their child;
- Ensuring that the Academy has clear and flexible strategies for working with parents and carers and that these strategies encourage involvement in their child's education.

4.29 CONTINUED PROFESSIONAL DEVELOPMENT

4.29.1 Fakenham Academy encourages Continued Professional Development (CPD) and where possible, uses experienced teachers to provide in-house CPD.

4.29.2 The SENCO uses a combination of outside agencies and in-house provision to deliver training to groups of teaching staff and to all teaching staff.

4.30 PARTNERSHIP WITH PARENTS

4.30.1 Fakenham Academy firmly believes in developing a strong partnership with parents and carers and that this will enable children and young people with SEND to achieve their potential. The Academy recognises that parents and carers have a unique overview of the child's needs and how best to support them and that this gives them a key role in the partnership.

4.30.2 The Academy considers parents of SEND students as valued partners in the process. Depending on age and appropriateness, SEND students will also be encouraged to participate in the decision making processes affecting them.

4.30.3 The Academy will work in partnership with local and parent organisations to ensure that parents receive comprehensive, neutral, factual and appropriate advice.

4.31 COMPLAINTS PROCEDURE

4.31.1 The Academy's complaints procedure is outlined by the Academy's Complaints Policy. The SEND Code of Practice outlines additional measures that must set up for preventing and resolving disagreements. These will be explained to parents and carers if required.

4.32 LINKS WITH EXTERNAL AGENCIES/ORGANISATIONS

4.32.1 The Academy recognises the important contribution that external support services make in assisting to identify, assess and provide for SEND students.

4.32.2 When it is considered necessary, colleagues from the following support services will be involved with SEND students:

- Educational psychologists
- Specialist Learning Support Teachers
- Speech therapists
- Physiotherapists
- Sensory Support (Hearing and Visual)
- Asperger's East Anglia
- Access Through Technology
- EP Youth
- Nelson's Journey
- CAMHS
- Attendance Officer

In addition, important links are in place with the following organisations:

- The LEA
- Specialist services
- Children's Services
- The TEN Group

4.33 SEND POLICY REVIEW

4.33.1 The Academy considers the SEND Policy document to be important and in conjunction with the FAN Academy Council (Governors), will undertake a thorough review of both policy and practice each year. The outcomes of this review will be used to inform the Academy Improvement Plan.

Welcome to our SEND information report which is the Fakenham Academy Local Offer - Jan 2019

Fakenham Academy is committed to the early identification of Special Educational Needs. We value parental support and if you have any concerns regarding your child we would like to hear from you. There are a number of people you can contact. You can speak to your child's form tutor/Head of House, the Special Educational Needs Manager, Lyn Walker, or the Special Educational Needs Coordinator (SENCO) Lianne Higgins. The SENCO is available at all parents' evening meetings.

Prior to joining the school you are able to note any additional needs on the school admission form.

What do we mean by Special Educational Needs or Disability (SEND)?

Only students with a learning difficulty or disability requiring special educational provision will be identified as having SEND and placed on the SEND register. If a student is identified as having SEND, then provision that is additional to their normal differentiated curriculum is put in place to overcome the barrier to learning. Learners fall behind for different reasons and the Academy is committed to ensure that all learners have access to learning opportunities. Students at risk of not learning receive intervention packages however, this does not mean that all vulnerable students have SEND.

What kinds of Special Educational Needs or Disabilities (SEND) are provided for at Fakenham Academy?

The SEND department provides support for students across 4 areas of need as laid out in the SEN Code of Practice 2014:

Cognitive and Learning (CL) - dyslexia, slow processing, literacy, numeracy, mixed neurodevelopmental disorder, dyspraxia, dyscalculia, moderate learning difficulties, developmental delay.

Communication and Interaction (CI) - aspergers, autistic spectrum disorder, speech and language, social communication difficulties, elective mute

Social, Emotional and Mental Health (SEMH) - ADD, ADHD, obsessive compulsive disorder, anxiety, depression, self-harming, eating disorders, attachment disorder.

Sensory and Physical Needs (SPN) - visual impairment, hearing impairment, medical needs including diabetes and epilepsy, cerebral palsy, physical disabilities.

How does the school know if children need additional support?

Prior to arriving at Fakenham Academy information about students special educational needs are gained from Primary Schools, KS2 results, baseline testing and progress data. A series of visits by the SEND Manager to feeder primary schools during Spring and Summer Terms including attendance at EHCP reviews in Y6 helps to complete the picture.

During the year students are monitored through retesting of identified students, parent Consultation, feedback from teaching staff and observations, academic monitoring and reporting system based on formal subject testing and continuous assessment and student self referrals.

How will the school support my child?

Children with SEND will be placed on the SEND register so that all staff are aware of the learning need and they can be monitored by the school team. Having identified the a child's needs, we then assess the type of provision that would suit those needs best.

Provision for SEND students includes:

- quality teaching with appropriate differentiation in place
- additional adult support in classrooms where appropriate
- reduced class sizes where appropriate
- Literacy support. Students may be withdrawn from Language lessons in order to address identified literacy needs. This occurs in consultation with the student and parents and targets students with a reading age below 8 years.
- Morning intervention. Reading sessions are targeted at those students with a reading and/or spelling age below 9 years.
- Individual mentoring sessions are provided for identified students to support social / communication skills
- Referral for advice and support from outside agencies.

The effectiveness of these provisions is regularly monitored and evaluated by the SENCO and the SEN department and adapted as necessary. Progress data for all students is collated by the Academy and is monitored by teaching staff, Senior Leaders and Academy Council members. FAN is monitored by Ofsted.

How will the curriculum be matched to my child's needs?

All subject teachers are expected to differentiate their lessons to meet the needs of the learners in the class. LSAs provide additional support where needed.

Resources and equipment will be adapted if required. In certain subjects and year groups, students are placed in ability groups. Extra support with homework, both at lunchtime and after school, is available. The level of exam entry is varied according to student need.

How will I know how my child is doing and how the school will help me support my child's learning?

Parents and carers will be informed through regular progress reports, parents evenings, Student profiles and informal meetings (which can be arranged with the Head of House or SENCO). Parents can also liaise with staff by email or via written comments in the student planner. Parents of children on the SEND register are invited to meet with SENCO/SEN Manager at parents evenings to discuss their child's Student profile.

If a student has an Educational Health and Care Plan (EHCP) then a formal review will be held annually according to the Code of Practice guidelines. Students, parents and carers, teaching staff and support staff are involved in the reviewing progress.

How will my child be included in activities of the school including school trips?

We make every effort to include all students in all school activities. In line with the Equality Act 2010 and the Disability Discrimination Act 2010 Fakenham Academy is committed to making reasonable adjustments to ensure participation for all students. An individual risk assessment may need to be completed and vulnerable students may be accompanied by a LSA if required to facilitate participation. There is financial support available through Pupil Premium money and post-16 Bursary to support students activities. Please see the Educational Visits policy.

We make every reasonable adjustment to make Fakenham Academy as accessible as possible. For full details please see the Accessibility Action Plan and the Access Arrangements Policy. Efforts are made not only to ensure the physical environment is accessible through lifts, sloped pathways and a hearing loop in the main hall but also to improve accessibility to the curriculum. This is achieved through the use of specialised equipment such as laptops, enlarged ICT, coloured overlays, software, spell checkers, and reading pens. Exams are made more accessible, if required, by putting in additional access arrangements such as reader, scribe, extra time in place for specific students with evidence of need.

What support is available for my child's overall well being?

Form tutors will monitor your child on a daily basis with the Head of House support as appropriate. Students are well supported by: Learning for Life lessons that provide a social, emotional and mental health programme, a pastoral system that provides targeted support for individual / groups of students including programmes such as anger management and self esteem building, a student voice through the school council, an anti-bullying policy that is supported by a House system, a vertical tutoring system. Individual students may also be referred to outside agencies - see below. All students complete an annual PASS survey which allows the school to evaluate overall well being.

What specialist services and expertise are available at or accessed by the school?

Internally for identified students we are able to provide the following interventions and support: Catch up reading, Literacy support lessons including Lexia reading programme, reduced class sizes for English, Maths, Science, History, Geography and Catering , additional adult support in classrooms, individual mentoring sessions to support social / communication skills, LSA speech and language support lessons, 1 to 1 dyslexia support lessons and lunchtime homework club. Where necessary we seek support from: Educational Psychology Service, County Advisory Service for Hearing / Visually impaired, Speech and Language Therapy Service, Child and Adolescent Mental health, Social Services, The Early Help team, paediatricians, GPs, Matthew Project, EP Youth, Short Stay School, MASH, Nelson's Journey, School Nurse, Attendance Officer.

What qualifications do staff supporting students with SEND have?

- Lianne Higgins SENDCO BEd(Hons), MA (Education), Postgraduate qualifications in Literacy Acquisition and Managing Behavioural Difficulties.
- Lyn Walker SEND Manager - NVQ3, HLTA
- Gemma De Jong Cleyndert Specialist assessor / Literacy instructor - NVQ3, Level 3 Dyslexia, CPT3A Certificate of Psychometric Testing & Access Arrangements Level 7.
- Helena Cribbins Instructor - Maths HLTA
- Claire Chapman Instructor - Science HLTA
- Victoria Dockery Instructor - English
- SEND staff includes a further 7 Student Support Assistants with additional expertise and training.
- Whole staff training - Differentiation, Dyslexia, Epipen, Safeguarding, Literacy

How will Fakenham Academy prepare and support my child to join the school?

At transfer from Primary to the Academy a series of visits by SEND Manager to feeder primary schools takes place during the Spring and Summer Terms in order to meet Year 6 students with special educational needs, discuss needs/previous provision with primary SENCOs and to collate information. There are a number of Transition Arrangements in place including Open Evening, Make a Friend Day, Additional morning for SEND students, Transition Week and a Transition Evening where parents have a chance to discuss their concerns and provision needs. If your child has an EHCP then the SENCO will attend his/her final Annual Review at primary school to further support transition.

How will Fakenham Academy prepare and support my child to transfer to a new school or college?

Transition to a new school or college is coordinated between our school SENCO and the support staff at the new establishment. Our careers advisor, Christine Walton, works closely with students to ensure an appropriate placement is secured at the end of Year 11. Relevant information detailing levels and provision requirements including exam access arrangements are sent to the relevant colleges. If a student has an EHCP support documentation is completed and sent to the relevant college in advance.

How are the school's resources allocated and matched to children's special educational needs?

Funding is sourced from the school budget and also from the EHCP / High Needs Support funding. We allocate support according to need. If your child has an EHCP we will seek to ensure that the provision required is met.

Decisions are based on need. Screening assessments including an online literacy assessment and spelling test are carried out on entry to year 7 to identify need and then additionally as students progress through the school. More individualised assessments are completed if required. Information on levels, progress and support is gathered from the feeder primary schools. Parents are also asked to comment on additional needs via admission forms and at parents evenings. Provision provided for students with EHCPs will support the objectives listed. Data on progress and attainment from previous schools is evaluated when students join the school at a later date.

If children are not making expected progress, staff will discuss this and where appropriate provide relevant support or targeted interventions. Parents and students will be involved in this discussion. All interventions are monitored for impact and adapted as necessary.

How are parents involved in the school?

Parents are encouraged to attend parents evenings, awards evenings and school events. We are keen to involve parents in discussion about their child's learning and welcome feedback from all interested parties. Parents of children on the SEND register are sent copies of their Student Profile and invited to review these at parents evenings. The views of parents are regularly collected at parents evenings and we carry out an annual survey where students are asked for their views. In addition we welcome feedback at any time from parents, careers and students with SEND. Parents can access our website for school information.

How are students involved in planning their learning?

The views of students are collected at regular intervals. Students have a voice through the Student Council. Students on the SEND register have a Student Profile which is discussed with them annually and amended appropriately. All students with an EHCP are involved in their Annual Review where their learning is discussed and planned.

Who can I contact for further information?

Lianne Higgins Assistant Principal / SENCO lhiggins@fakenhamacademy.org

Lyn Walker SEND Manager lwalker@fakenhamacademy.org

Claire Murdoch, SEN Governor via ndaultry@fakenhamacademy.org

Norfolk County Council SEND Offer:

http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_and_disabilities/index.htm

Further support agencies:

Norfolk SEND Partnership <http://www.norfolksendpartnershipiass.org.uk/>

Appeal to the Special Educational Needs and Disability Tribunal

<https://www.gov.uk/special-educational-needs-disability-tribunal/overview>

To make a complaint about SEN provision: in the first instance contact the SENCO. If the issue is unresolved the Principal will be involved. The governor with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure.

SECTION 5: EQUAL OPPORTUNITIES STATEMENT

- 5.1 This policy has been assessed against the nine protected characteristics outlined in the Equality Act 2010.
- 5.2 This policy is specifically written with the aim to ensure that all necessary support is given to those students who share one or more of the nine protected characteristics who also have a special educational need or disability. In this respect, the policy should not create any disadvantage or negative impact on these specific students.

In addition, each individual Academy within the group, will have published their own Accessibility Plan which stipulates the expectations for access for those students who have a defined disability to:

- the physical environment
- the curriculum
- information

In addition, each individual Academy within the group, will have published their own Accessibility Plan which stipulates the expectations for access to the curriculum for students who have a defined disability.