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SEND Special Educational Needs and Disabilities Policy

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This policy covers identification of and provision for students with special educational needs and disabilities and is written with support and advice from LBBD.

1. Guiding principles for Inclusion

All our students have the right to an education which is appropriate to them as individuals. As far as possible therefore it is our aim to minimise the difficulties that students will experience. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum.

Three principles for inclusion

- ***Setting suitable learning challenges*** - We aim to give every student the opportunity to experience success in learning and to achieve as high a standard as possible
- ***Responding to students' diverse learning needs*** - We take into account the different backgrounds, experiences, interests and strengths which influence the way in which students learn when we plan our approaches to teaching and learning
- ***Overcoming potential barriers to learning and assessment for individuals and groups of students*** - We recognize that a minority of students will have particular learning and assessment requirements that will create barriers to learning if we do not address them through additional arrangements.

In making provision for students with special educational needs and disabilities our policy objectives are:

- to ensure that our duties, as set out in the Equality Act 2010, are fully met to enable students with special educational needs and disabilities to join in the normal activities of Elutec Academy along with students who do not have special educational needs;
- to ensure that Elutec Academy has an Accessibility Plan in line with statutory guidelines;
- to ensure that all students gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs;

- to identify the needs of students with disabilities and/or special educational needs (SEND) as early as possible;
- to use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our students;
- to provide a graduated approach in order to match educational provision to students' needs;
- to develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children;
- to take into account the ascertainable wishes of the students concerned and, involve them in decision making in order to provide more effectively for them;
- to make reasonable adjustments to enable students with disabilities to access the whole school curriculum including school trips and out of school hours' activities and learning;
- to ensure effective collaboration with Local Authority (LA) services, health services and social care in order to ensure effective action on behalf of students with special educational needs and disabilities;
- to ensure that all staff are aware of their responsibilities towards students with special educational needs and are able to exercise them;
- to carry out the above promptly and with sensitivity in order to avoid embarrassment or further disadvantage to the students we are seeking to help.

2. Roles and Responsibilities

Who is responsible for ensuring your child reaches their full potential at The Elutec Academy

In attempting to achieve the above objectives, the Governors, the Principal and the staff, in conjunction with the local authority, will take all reasonable steps within the limit of the resources available to fulfill the requirements outlined in this policy document.

Governors will fulfill their statutory duties towards students with special educational needs as prescribed in sections 66 to 69 of the Children and Families Act 2014. In order to do this, they will develop and monitor Elutec's SEND policy and Accessibility Plan and ensure provision is an integral part of the Elutec Academy development plan. All governors, with the SEND governor or committee of governors taking the lead, will be knowledgeable about Elutec's SEN provision, including how funding, equipment and personnel are deployed. The governors will monitor the quality of SEN provision and ensure all staff

are appropriately trained and qualified.

The Principal has overall responsibility for the day to day management of SEN provision and the Accessibility Plan. S/he will work closely with Elutec's SEND coordinator (SENCo) to keep the governing body fully informed about the working of this policy, taking account of the requirements listed by OFSTED in the Handbook for the Inspection of Schools. S/he will encourage all members of staff to participate in training to help them to meet the objectives of this policy including that the SENCo achieve the statutory requirements for the performance of his/her duties.

The Special Educational Needs Co-coordinator (SENCo)

The SENCo has to be a qualified teacher and meet the statutory standards for practice including those necessary to ensure full accreditation. The SENCo will have responsibility for: the day to day operation of this policy; coordinating provision for students with SEND by working closely with staff, parents/carers and other agencies; providing professional guidance to colleagues with the aim of securing high quality teaching; monitoring the quality of teaching and standards of students' achievement, and by setting targets for improvement; collaborating with curriculum coordinators to ensure learning for all students is given equal priority; ensuring that proper records are kept; contributing to the in-service training of staff; using available resources to maximum effect.

The SENCo will manage staff who work specifically with students who have special needs. Consideration will also be given to section 6.86 of the Code of Practice regarding time and admin support requirements of the role.

All staff should be fully aware of the contents of this policy and, in particular, of the procedures described below. Appropriate in-service training will be made available. All teaching staff accept their responsibility of being a teacher for all students including those with SEN/D.

The Responsible Person. Elutec Academy has informed the LA that, when the LA conclude that a student at Elutec Academy requires an Education, Health and Care Plan, they should inform the Principal and SENCo who will ensure, that whoever teaches the student knows about his/her special educational needs or disabilities.

3. Admissions to the Elutec Academy

Elutec Academy aims to meet the needs of any student whom the parent wishes to register at Elutec Academy as long as a place is available and

the admission criteria are fulfilled. This includes students with disabilities who we anticipate might attend. The currently agreed admissions policy of the Governors makes no distinction with regard to students who have SEND. No student can be refused admission solely on the grounds that s/he has SEND except where the student is the subject of an Education, Health and Care Plan under the Children and Families Act 2014 and the Local Authority has indicated that the provision required is incompatible with that available at our school.

Where a student due for admission is known to have special educational needs the SENCo will gather appropriate information from any school the student has been attending and from other agencies known to have been involved. The previous school is responsible for providing this information, with support from the SENCo if required.

4. Academy Specialism and Specialist Facilities

Elutec Academy is a specialist school for those who wish to study engineering and design at Key Stages 4 and 5. It is located at Yew Tree Avenue, Dagenham East.

Accessibility complies with required legislation as part of the 'design and build' contract for the new facility which opened in August 2016.

Some of the specialist engineering equipment within Elutec Academy may not be accessible to SEND students given its complexity and design. Every reasonable effort will be made to accommodate access to such equipment.

5. Resources

When the governing body approves the Elutec Academics' budget, consideration will be given to the resources allocated to meeting special educational needs. The Principal will manage the allocated funds and will ensure that the best use is made of these resources through provision mapping.

6. Stages of intervention and provision

Access to Elutec's broad and balanced curriculum is achieved for students by differentiation of work by teachers through Quality First Teaching. Students falling just below national expectations will usually benefit from in class support or catch-up programmes delivered by their teachers and mentors. When a student is consistently and significantly falling behind normal expectations, personalised interventions will be developed and implemented by the SENCo.

7. SEND Support - What Elutec Academy will offer your child to ensure they reach their full potential

This follows an ASSESS, PLAN, DO, REVIEW model of graduated intervention.

- 1) On arrival at Elutec Academy, all students in KS4 will undertake standardised testing, in English, Maths and CAT 4. Any student who scores under 90, will be individually assessed in order to identify the levels they are working at. Those students who standardised scores are significantly low, 85 and below maybe assessed further to identify needs.

An important feature of SEND support is the collection of all known information about the student and that those in regular daily contact with the student should attempt to deal with the concerns raised. When a teacher, member of the pastoral team or SENCo identifies a student with special educational needs they will provide interventions ADDITIONAL TO or DIFFERENT FROM those provided as part of Elutec's usual differentiated curriculum offer. Consideration will be given when setting work that it is also differentiated according to the student's speed of working.

- 2) The triggers for intervention will be concerns about the individual student who, despite receiving differentiated learning opportunities;
 - makes little or no progress towards their Minimum Expected Progress Grade (MEPG).
 - Whose reading age has not improved over two half terms, whilst engaging with the Accelerated Reader Programme
 - shows signs of difficulty in developing literacy and numeracy skills that result in significantly poor attainment
 - persistent emotional and relationship difficulties which continue despite in class support, engaging in regular mentoring and talking therapies on offer to the student
 - has significant sensory or physical problems that impact on their ability to learn
 - has communication difficulties which continue despite differentiated approaches to the curriculum
- 3) The parents/carers of the student will be informed as soon as concerns emerge and will be consulted with by the SENCo, and the views of the student sought.
- 4) The SENCo will facilitate the collection of all available information about the student. Information will be collected from:

- within Elutec, using pastoral systems and mentors working across all subject areas
- progress tracking information
- parents/carers and the student
- information from previous school as appropriate

8) How The SENCo will use this information to support your child's learning.

- The SENCo will initially meet with the child and parent/carers to discuss concerns, from this discussion the SENCo will develop a Student Passport
- Your child's academic progress data will be monitored and placed upon the Student Passport to ensure your child is making similar progress to their peers
- The SENCo will meet with you and your child, a minimum of three times per academic year, including one parents evening, to discuss your child's progress and to update the Student Passport as appropriate

In addition to this:

- The SENCo will undertake monitoring and inspection of teaching to ensure teaching and support staff are working in line with the Student Passport
 - Copies of the Student Passport will be attached to each student's exercise books, enabling both student and teacher ease of access to support required in curriculum areas and the role the student is to undertake.
- 5) The SENCo will undertake further assessment of the student as appropriate and may use outside specialists to enhance the provision being made.
 - 6) The SENCo will take the lead in planning future support for the student, monitoring and reviewing the action taken.
 - 7) The student's subject teachers and mentors will be responsible for working with the student on a daily basis and for planning and delivering an individualised programme.
 - 8) All staff will be involved in providing further help to students.

- 9) A request for additional advice from external services may be made at this stage. It is anticipated the decision to seek further advice will be taken by the SENCo in consultation with teaching staff, parents and student.
- 10) Specialist assessment arrangements may need to be made and the Child & Community Psychology Service involved at this time.
- 11) Progress may be such that the student is no longer giving cause for concern and can revert to being subject to the usual differentiated curriculum available to all students.
- 12) If the student or young person:
 - continues to make little or no progress towards their MEPG in specific curriculum areas over a long period of time
 - continues working at levels substantially below that expected of students of a similar age
 - continues to have difficulty in developing literacy and numeracy skills, along with no substantial increase in reading age over time.
 - has emotional and relationship difficulties, which substantially and regularly interfere with their learning, or that of the class, despite having engaged with mentoring and talking therapies for more than one academic term
 - has sensory and/or physical needs, and requires additional specialist equipment, and/or regular advisory visits from an outside agency
 - has ongoing communication difficulties which impedes social development and acts as a barrier to learning

9. Academy Request for a Statutory Assessment

The SENCo will take the leading role and will provide information including:

- Elutec's action through Assess, Plan, Do, Review cycles
- Student Passports for the student
- records of regular reviews and their outcomes (minimum of two consecutive reviews) covering at least a six-month period
- an individual provision map
- the student's health, including a medical history where relevant
- tracking of progress
- attainments in literacy and numeracy
- educational assessments from an advisory specialist support teacher or educational psychologist

- views of the parent and child
- involvement of other professionals
- involvement of the social services or education welfare services

Where there is agreement to proceed, the LA will take the lead in assessing and determining the provision that must be made to meet the student's special educational needs and disabilities. Elutec's role here is to continue to support the student and this remains the case if the LA decides not to draw up an Education, Health and Care Plan following an assessment.

10. Elutec Academy's response to Education, Health and Care Plan

If the LA does draw up an Education, Health and Care Plan then Elutec's role is as follows.

- 1) The Principal and SENCo will implement the recommendations
- 2) Short-term targets will be set and reviewed at least three times a year. The strategies to meet those targets will record only that which is ADDITIONAL TO or DIFFERENT FROM the differentiated curriculum
- 3) Progress will be formally reviewed by holding an annual review meeting.
- 4) The Principal and SENCo will seek;
 - written advice from parents and professionals
 - ascertain the views of the student
 - convene the review meeting
 - prepare a review report for the LA
- 5) Those to be invited at least two weeks before the meeting are;
 - the student's parent/carer
 - relevant teacher/s and TA/s
 - representative of the LA
 - the student
 - where appropriate representatives of health and social services, other professionals closely involved and, in the year of transfer to further education, SEND specialists or representatives from colleges/sixth form colleges etc.
- 6) The review report will be copied to parents, LA and other relevant professionals no later than 10 days after the meeting or at the end of term, whichever is the earliest.

- The Annual Review in Year Nine

As the Elutec intake starts at year 10, it will request such Education, Health and Care plans that have been created for students who enroll, from previous education institutions and appropriate local authorities.

- The Final Review in School

The final annual review carried out preferably in the Autumn Term in Elutec will identify the young person's likely destination on leaving school.

The Independent Participation Advisor supports all young people aged 13-19 with special educational needs, including those without statements. Elutec will consult with the Independent Participation Advisor, as appropriate, to ensure that any student with special educational needs receives support with regards to their further education. The student and parents will be fully involved in this process.

11. Involving students and parents/carers

The views of parents will be sought at all stages of assessment and provision. The views of the student will be ascertained and the student will be directly involved in the process. All communication involving decisions about a student will be recorded and dated. Letters to parents regarding decisions about their child will have a section to be signed and returned.

Staff will try to get to know the parents of students with SEND and will encourage them to work with Elutec in helping their child. Parents and teachers can, by working together, build up a more complete picture of a student and his/her needs. We intend that parents will feel able to ask about our provision and express their concerns to us. In return we will seek their help regarding work that they can do with their child at home.

Records will be kept of all who are parents and/or have parental responsibility for each student. When this involves adults in more than one household we will deal directly with the parent who has day to day responsibility for the student. We will seek to involve all parents and those who have parental responsibility in decisions about their child, while appreciating sensitivities that may arise.

12. Parent Partnership Services

The LA has made arrangements to provide impartial information and advice on SEND matters to the parents/carers of students with special educational needs and disabilities. The overall aim of the service is to

empower parents to play an active and informed role in their child's education. They provide a range of useful information booklets, which are available in school or directly from the service. Parents will be informed of the availability of this service, which includes access to an independent parent supporter.

13. Commitment to Inclusion across the Academy

We are fully committed to the principle of inclusion and the good practice, which makes it possible. Our policy, as set out in this document, will enable students with SEND to be an integral part of our school community.

Regardless of the stage students have reached, all students will be given full access to the full range of activities Elutec has to offer. This will be achieved by careful consideration of the needs of each student and by either modifying activities or by providing support that will help the student to participate in them. Students will only be withdrawn when:

- 1) They will benefit from some intensive individual work on a cross curricular skill
- 2) It is clearly inappropriate, or medical advice indicates that it is unsafe for the student to participate and some alternative has been arranged.

14. Progressing onto employment, education and training from Elutec Academy

Prior to a student moving on from Elutec, we will ensure that a careers interview is undertaken and your child has an appropriate destination. When a student leaves Elutec, the SENCo will forward relevant information about the student's needs to the next placement. Where a student is moving to another local school or college this will be achieved, wherever possible, by inviting a representative to the last review meeting that is held under the staged procedures described above. We maintain good links with the colleges who receive our students and with the Independent Participation Advisor. This is particularly so in respect of students with SEN or disabilities.

15. Working with outside agencies

The Principal, or a person nominated by the Principal which will be the SENCO, will oversee and liaise with Health Services, Social Care and other relevant professionals working with students in Elutec Academy. Health Care planning will follow the protocol agreed by Health and Education. The Principal, or nominated person, will ensure that staff

have relevant training and there are procedures in place to support students.

16. Complaints

If you have any complaints about the special educational provision, we make for your child please speak to the SENCo in the first instance to discuss your concerns and to look at ways forward together. If your concerns regarding the issue are not met, please contact the Principal or a member of the governing body. If you speak to a governor s/he will, in the first instance, refer the matter to the Principal. The Principal will investigate and will contact you within 5 school days. If s/he has not resolved the matter to your satisfaction it will be referred to the special needs governor, who will consider the complaint at their next meeting and will contact you within 5 school days from the date of that meeting.

17. Monitoring and evaluation of SEND provision

The Governors ensure that SEND provision is an integral part of the Elutec development plan and will evaluate the effectiveness and success of this policy in the light of the policy objectives detailed under the heading "Guiding Principles". In order to achieve this, Governors will monitor:

- The standards and progress made by students with special educational needs and disabilities.
- The number of students with SEND Support and those with Education, Health and Care Plans in each year group.
- The movement of students on SEN Support and Education, Health and Care Plans across the categories as recorded on Elutec's provision map.
- The level and pattern of help provided at each stage (i.e. average time allocated and the balance of in-class and withdrawal help) as evidenced in the provision map.
- Case examples selected from all stages of students with special educational needs especially those who are Children in Care.
- The views of parents expressed on stage forms and any complaints received.
- The extent to which students' views are reflected.
- Details of visits by specialist teachers, educational psychologists and other agencies.
- Staff views on in-service training opportunities and the training opportunities available.

18. Monitoring and review of policy

This policy will be monitored and amended as appropriate every year and will be fully reviewed and updated every three years.