



ASPIRE ACADEMY

SPECIAL EDUCATIONAL NEEDS and DISABILITIES (SEND)

POLICY AND PROCEDURES

POLICY FIRST ADOPTED AND RATIFIED BY THE TRUST	July 2014
POLICY REVIEWED / REVISED	November 2015
POLICY TO BE REVIEWED ANNUALLY OR AS REQUIRED	

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Date: 2nd November 2015

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CHAIR OF GOVERNORS

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1. DUTIES OF THE TRUST'S GOVERNING BODY

Aspire Academy Trust's Governing Body will comply with all the duties imposed upon governing bodies of maintained schools in:-

- ★ Education Act 1996
- ★ The Education (Special Educational Needs) (Information) Regulations 1999
- ★ SEN Code of Practice 2001
- ★ SEND Code of Practice 2014
- ★ Education Act 2002
- ★ Education and Inspections Act 2006
- ★ The Education (Special Educational Needs Coordinators) (England) (Amendment) Regulations 2008 (as amended from time to time)
- ★ Equality Act 2010

It will also comply with relevant provision with its Funding Agreement with the Secretary of State in regard to its SEND responsibilities.

2. DEFINITIONS

Aspire Academy has adopted the following definitions:-

2.1 A pupil will be registered as having **special educational needs** if he/she has a **learning difficulty** which calls for special educational provision to be made for him/her.

2.2 A pupil has a **learning difficulty** if he/she:-

- Has a significantly greater difficulty in learning than the majority of pupils of the same age; or
- Has a **disability** which prevents or hinders him/her from making use of educational facilities of a kind generally provided for pupils of the same age in other local educational establishments.

N.B. A pupil will NOT be registered as having a learning difficulty solely because the language or form of language of their home is different from the language in which he/she will be taught.

2.3 A person has a **disability** if he/she has a physical or mental impairment that has a substantial and long term adverse effect on his/her ability to carry out normal, day to day activities.

A pupil with a **disability** has **special educational needs** if he/she has any difficulty in accessing education and if he/she needs any special educational provision to be made for him/her; that is anything additional to or different from what is normally available.

3. POLICY STATEMENT

Aspire Academy is committed to ensure that all SEND pupils reach their full potential, are fully included within the Academy community and are able to make successful transfer between educational establishments.

Aspire Academy will use its best endeavours to ensure that staff in the Academy are able to identify and provide for those pupils who have SEND needs to allow them to join in the activities of the Academy together with pupils who are not registered as

SEND, as far as is reasonably practical and compatible with the pupil receiving SEND provision and the efficient education of the pupils with whom they are being educated.

Aspire Academy will ensure that the necessary provision is made for any SEND pupil and those needs are made known to all staff who provide for them.

4. CONTEXT

It is likely that pupils referred to Aspire Academy will meet the SEND definitions as set out above. This policy and procedure is therefore central to the successful fulfilment of the vision and aims of Aspire Academy.

Whilst the present Code of Practice and its graduated categorisation into stages (known as SEN Support and EHCP) will form the basis of the procedures and practices used, Aspire Academy will adopt detailed initial identification, assessment and review processes which will apply to all pupils.

5. FUNDAMENTAL PRINCIPLES

- ★ All staff are 'teachers' of pupils on the SEND/AEN register. As such the teaching and support for SEND pupils is a whole Academy responsibility which requires all staff to adhere to a model of good practice.
- ★ SEND pupils will have their needs met through a differentiated curriculum one page profiles and one plan meetings.
- ★ The views of SEND pupils will be sought and taken account of at regular intervals.
- ★ The partnership with parents/ carers will play a key role in order that their knowledge, views and experience will support their children fulfilling their potential.
- ★ SEND pupils will be offered full access to a broad, balanced and relevant education, including full access to all Academy activities.
- ★ Aspire Academy will work in partnership with statutory and other external agencies in order to best meet the needs of SEND pupils.
- ★ All SEND pupils will receive regular monitoring and review of their needs.

6. ROLES AND RESPONSIBILITIES

The Governing Body is ultimately responsible for Aspire Academy meeting its statutory obligations in regard to SEND pupils. In order to do this, the Governing Body had delegated to its **Principal** the overall responsibility for the management and monitoring of provision for SEND pupils and for the Performance Management of the SENDCO.

The Governing Body will review this policy annually, receive regular reports on the effectiveness of this policy.

The day to day responsibility for the operation and management of SEND provision is delegated to a qualified **Special Educational Needs and Disabilities Co-ordinator (SENDCO)**

The named SENDCO is Mrs Kathryn Webb

The **SEND**CO will be responsible for:-

- ★ The day to day operation of the SEND policy and procedures.
- ★ Liaising with and advising all staff on individual SEND pupil needs and provision.
- ★ Co-ordinating all provision for SEND pupils.
- ★ Maintaining the Academy's SEND register and overseeing the record of all SEND pupils.
- ★ Liaising with all relevant statutory and external agencies.
- ★ Organising the relevant training of Governors and staff in regard to SEND duties and best practice.
- ★ Identifying and assessing SEND and monitoring the progress of all SEND pupils.
- ★ Co-ordinating and overseeing the preparation, monitoring and reviewing of One Page Profiles and One Plans.
- ★ Meeting the Academy's obligations in regard to statemented SEND pupils and undertaking annual reviews.
- ★ Support the effective teaching of SEND pupils.
- ★ Develop and maintain resources for SEND pupils.
- ★ Line and performance manage any staff specifically employed to meet the needs of SEND pupils.

7. ADMISSIONS

- ★ The Governing Body of the Aspire Academy Trust will ensure that SEND pupils are admitted on an equal basis with others in accordance with its admissions arrangements.
- ★ Where a local authority (LA) proposes to name Aspire Academy in a statement of SEN made in accordance with section 324 of the Education Act 1996, it will give the Governing Body written notice that it so proposes. Within 15 working days of receipt of the LA's notice that it proposes to name Aspire Academy in a statement, Aspire Academy will consent to being named, except where enrolling the pupil would be incompatible with the provision of efficient education for other pupils; and where no reasonable steps may be made to secure compatibility. In deciding whether a pupil's inclusion would be incompatible with the efficient education of other pupils, the Governing Body will have regard to the relevant guidance issued by the Secretary of State.
- ★ If the Governing Body determines that admitting the pupil would be incompatible with the provision of efficient education, it will, within 15 days of receipt of the LA's notice, notify the LA in writing that it does not agree that Aspire Academy should be named in the pupil's statement. Such notice will set out all the facts and matters Aspire Academy relies upon in support of its contention that (a) admitting the pupil would be incompatible with efficiently educating other pupils; and (b) Aspire Academy cannot take reasonable steps to secure this compatibility.
- ★ After service by the Governing Body of Aspire Academy Trust on the LA of any notice (further to above) stating that it does not agree with the LA's proposal that the Academy be named, the Governing Body will seek to establish from the LA, as soon as is reasonably practicable, whether or not the LA agrees with the Governing Body. If the LA notifies Aspire Academy that it does not agree with the Governing Body's response, and names Aspire Academy in the child's statement, the Governing Body will enrol the child on the date specified in the statement or on the date specified by the LA.
- ★ Where the Governing Body considers that Aspire Academy should not have been named in a child's statement, it will ask the Secretary of State to determine that the LA has acted unreasonably in naming Aspire Academy and to make an order directing the LA to reconsider.

- ★ The Secretary of State's determination shall, subject only to any right of appeal which any parent or guardian of the child may have to the First-tier Tribunal (Special Educational Needs and Disability), be final.
- ★ If a parent or guardian of a child in respect of whom a statement is maintained by the local authority appeals to the First-tier Tribunal (Special Educational Needs and Disability) either against the naming of Aspire Academy in the child's SEND statement or asking the Tribunal to name the Aspire Academy, then the decision of the Tribunal on any such appeal shall be binding and shall, if different from that of the Secretary of State above, be substituted for the Secretary of State's decision.
- ★ Where Aspire Academy, the Secretary of State or the First-tier Tribunal (Special Educational Needs and Disability) have determined that it should be named in a child's statement, the Governing Body will enrol the child to Aspire Academy.

8. IDENTIFICATION, ASSESSMENT AND PROVISION

Aspire Academy will adopt a graduated response to meeting SEND needs in line with the SEND Code of Practice and in line with its own practices and processes.

- 8.1 As part of the pre-entry referral process and during a pupils' induction period, a full assessment of each pupils' educational and other needs will be carried out, using a portfolio of baseline testing. All pupils will therefore have a **Personalised Learning (PLP) Pathway** which will be monitored and reviewed on a weekly and monthly basis.
- 8.2 Those pupils who on entry / referral have already been assessed and registered at an existing educational establishment as SEND at SEN support will have that assessment and their existing interventions re-assessed with a view to that SEND assessment / categorisation being confirmed or reviewed. Any alteration / amendment to the placement on a stage will be subject to agreement of the referring agency, the pupil and the parents / carers of the pupil. Interventions, referrals and support will be discussed with the family so that this will ensure a seamless identification, assessment, provision, progress monitoring and review process which will facilitate speedy and smooth transition into and out of Aspire Academy provision.
- 8.3 Those pupils who on entry / referral are in receipt of a Statement of Special Educational Needs will similarly have their existing provision plan reassessed in conjunction with the statutory authority maintaining the Statement/EHCP, the pupil and parents / carers and updated accordingly.
- 8.4 Since the majority of SEND pupils at Aspire Academy will be dual registered, the responsibility for monitoring and maintaining plans for the needs and outcomes of SEND pupils will need to be a shared one. Whilst Aspire Academy will be solely responsible for the appropriate provision of SEND pupils whilst placed at the Academy, the referring authority will be expected to continue to be involved in the monitoring and review of such plans and to accept ownership of them.
- 8.5 Those pupils who on entry / referral have **not** been assessed as SEND by the referring agency will be assessed with a view to whether they meet the definitions for placement on the SEND register as set out in this policy.

Such placement will be at **Academy SEN support, One Plan or EHCP** levels.

The **trigger** for intervention at **SEN Support** will be concern, backed by evidence, about a pupil who despite receiving differentiated learning opportunities makes:-

- ★ Little or no progress even when teaching approaches are targeted particularly on a pupil's identified area of weakness;
- ★ Shows signs of difficulty in developing literacy or mathematics skills which result in low attainment;
- ★ Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques employed by the Academy;
- ★ Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- ★ Has communication and / or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

The **triggers** for a One Plan meeting or an EHCP application could be that despite receiving support under Academy Action, the pupil:

- ★ Continues to make little or no progress in specific areas over a long period;
- ★ Continues working at National Curriculum levels substantially below that expected of young people of a similar age;
- ★ Continues to have difficulty developing literacy and mathematics skills;
- ★ Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of others, despite having an individualised behaviour management programme;
- ★ Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- ★ Has communication and / or interaction difficulties that impede the development of social relationships and cause a substantial barrier to learning.

In practice, Aspire Academy expects that a majority of pupils at Aspire Academy will on entry have already been assessed at SEN Support/EHCP and will continue to be registered and provided for as such.

All pupils identified as SEND will have a Personalised Learning Pathway / PLP which will be reviewed informally on a weekly and monthly basis and formally on a termly basis along with the parents / carers and referring authority. Discussions will be available with the SENDCO throughout the term in regard to whether a pupil is to be put forward for a request for consideration of the initiation of **statutory assessment** if everything tried so far does not seem to be making sufficient difference to the pupils' situation and development. Aspire Academy has established a strong working partnership with Essex County Council's Statutory Assessment Service (SAS) (as the majority of pupils are Essex County residents) in this regard.

The criteria for applying for Statutory Assessment is set by the LA. Aspire Academy will initiate a one plan meeting and look to use reports from all professionals involved with the pupil, to complete the application for Statutory Assessment and submit. The process also significantly included the views of the pupil / parents / carers which are undertaken through a personalised home visit and 1:1 sessions in the Academy.

If a Statutory Assessment is granted, then the LA's Statutory Assessment Panel will request detailed reports from all professionals involved and from the pupil / parents / carers and the attendance of a planning meeting at Goodman House.

If the SAS Panel is in agreement, **an Education, Health and Care Plan (EHCP)** will be drawn up, which will detail the pupils' specific needs and required provision. The EHCP will also detail / name the educational placement appropriate to meet the needs of the pupil.

Where pupils are referred to Aspire Academy with Statements/EHCP or have EHCPs agreed and issued whilst under the provision of Aspire Academy, the Academy will undertake to fulfil all the needs and provision contained in the Statement/EHCP, including carrying out the Annual Review in liaison with the appropriate authorities and referring school.

9. RESOURCES

Aspire Academy will allocate resources to ensure that the needs of all SEND pupils are met and will include appropriate levels of access to specialist and support staffing, specialist equipment and access to specialist services such as YCT, SALT, EP and OT.

Aspire Academy's site and buildings comply with the Disability Discrimination Act and will ensure equal access to all pupils.

Pupils at Aspire Academy may be allocated a Learning Mentor/Co-Educator, who will undertake the pastoral support for that pupil including those identified and registered as SEND. Pupils at SEN Support and in receipt of Statements/EHCPs are likely to receive a greater allocation of Learning Mentor/Co-Educator time and may receive other additional appropriate staffing support to meet their needs. The Learning Mentor/Co-Educator will report regularly to the SENDCO in regard to all SEND registered pupils. The Learning Mentor/Co-Educator and SENDCO will undertake regular communication with parents / carers and referring authorities.

10. RELATIONSHIPS WITH COMMISSIONERS / PARENTS AND CARERS

- ★ Since the mission of Aspire Academy is to enable all referred pupils to return successfully to mainstream education, ongoing strong relationships with commissioners of provision, are vital. This will be achieved via regular communication of monitoring, progress and outcome data to commissioners and their involvement in both the informal and formal review procedures.
- ★ Equally the input and involvement of parents / carers of all pupils will be central in supporting and enabling Aspire Academy to meet the needs of all its pupils, including SEND pupils. Parents / carers will be invited to be involved in all the informal and formal review procedures and provided with the relevant monitoring, progress and outcome data.

The SEND Information report outlines services available in a 'parent friendly' manner, however if you wish to discuss the support for your child further please do not hesitate to contact the SENDCO for a consultation.

11. PUBLICATION OF INFORMATION

- ★ Aspire Academy's website includes details of the arrangements for SEND pupils, the admission of SEND pupils; the steps taken to prevent SEND pupils from being treated less favourably than other pupils; and the facilities provided to assist access to Aspire Academy by SEND pupils.

- ★ The same information will be made available in hard copy, and on request in a range of languages and in large format for the visually impaired.

12. MONITORING AND EVALUATION

The Governing Body will require the Principal and SENDCO to evaluate the success of this policy and procedures and report at least annually on this.

The report will include:

- ★ The number of pupils with SEND at the different stages.
- ★ The pattern of resource allocation to them.
- ★ Data on pupil progress, assessments and outcomes and comparative 'narrowing the gap' data.
- ★ Pupils, parent / carer and commissioners views.
- ★ Success rate of re-integration to mainstream education or transition to other provision.