

# SEND Policy

# CORITANI ACADEMY



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## 1 Introduction

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 0-25 years (January 2015) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report
- This policy also complies with our funding agreement and articles of association.

Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view further information on the North Lincs SEND Local Offer website.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in North Lincolnshire have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need.

<http://www.northlincslocaloffer.com/>

This policy is also informed by knowledge of the Alternative Provision (AP) Funding Agreement Annex C (Arrangements for pupils with Special Educational Needs and Disabilities), which was published in May 2012. This regards agreement to follow paragraphs 1-4 (*'duties'*) and the section relating to *'admissions'* (paragraphs 5-12). This policy should also be read in conjunction with the Coritani Academy Admissions Policy.

The SENDCO at Coritani is Mr D Flowitt

## 2 Rationale

Coritani Academy is committed to providing an appropriate and high quality education to all the young people it serves. We believe that all young people, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and enables them to be fully included in all aspects of academy life.

We will manage SEND provision in liaison with the Local Authority and other external services.

Children with Special Educational Needs are and will continue to be supported by the school in the following ways:

- The small school and personalised approach to Coritani Academy will guarantee an appropriate and relevant curriculum which takes into consideration any particular learning needs that a student may have
- The academy has an Assistant Principal in the role of SENCO to manage and lead on SEND issues. The SENCO appointed ensures that all guidelines and statutory requirements are followed
- Additional resources, for example laptops/tablets will be provided for those diagnosed with literacy, language or communication based difficulties and we will draw upon the most effective teaching and learning approaches to enable them to successfully communicate their ideas and learning.

Regular and targeted training sessions with staff which relate to specific needs that students present with are provided

The academy as a learning community is committed to ensuring success for all. This means that in all work with young people we will aim to ensure that they;

- Achieve their potential and enjoy their learning
- Stay safe and healthy
- Can make a positive contribution to the academy, the community and the wider world.

We believe that all young people should be equally valued in the academy. We will strive to eliminate prejudice and discrimination, and to develop an environment where all young people can flourish and feel safe.

Coritani Academy is committed to inclusion. Part of the academy's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, difficulty, disability, attainment levels and background. We pay particular attention to the provision for and the achievement of different groups of learners;

- Girls and boys
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Learners who need support to learn English as another language (EAL)

- Learners with special educational needs (SEND)
- Learners who are identified as having a disability
- Those who are gifted and talented
- Those who are looked after by the local authority
- Others such as those who are sick, those who are young carers, those who are in families under stress, pregnant students and teenage mothers
- Any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of young people who experience barriers to their learning and the steps we take to remove those.

We recognise that students learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our younger students, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many students, at some time in their academy career, may experience difficulties which affect their learning and behaviour, and we recognise that these may be long or short term.

At Coritani Academy we aim to identify these needs as they arise and provide teaching and learning contexts, which enable every young person to achieve to his or her full potential.

The academy sees the inclusion of young people identified as having special educational needs as an equal opportunities issue. We also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

A SEND Governor will be appointed and also act as the Governor with an Equal Opportunities/Educational Inclusion brief.

### 3 Objectives

To ensure the SEND Code of Practice, the Equality Act and the guidance in Removing Barriers to Achievement are implemented effectively across the academy.

To ensure equality of opportunity and to eliminate prejudice and discrimination against young people with special educational needs.

To continually monitor the progress of all students, to identify needs as they arise and to provide support as early as possible.

To provide full access to the curriculum through differentiated planning and provision by class teachers, SENDCO, and support staff as appropriate. (except where disapplication arising from a Statement of SEND occurs).

To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those students recorded as having SEND or who have an Education Health Care Plan or Statement of Special Educational Needs.

To ensure that students with SEND are perceived positively by all members of the Coritani Academy community, and that SEND and inclusive provision is positively valued and supported by staff and parents/carers.

To enable young people to move on from us well equipped in the basic skills of literacy, numeracy and social and emotional independence.

To involve parents/carers at every stage in plans to meet their child's special educational needs.

To involve the young people themselves in planning and in any decision making that affects them.

#### 4 Definition of Special Educational Needs

Coritani Academy recognises that all young people have learning and/or behavioural needs and that for some, these individual needs become special educational needs.

Whilst it is recognised that young people with SEND are not a readily defined and discrete group, for the purposes of its policy the school adopts the legal definition provided by the 1996 Education Act:

“A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.”

The SEND Code of Practice says a child has a learning difficulty if he or she;

- (a) Has a significantly greater difficulty in learning than the majority of young people of the same age
- (b) Has a disability, which either prevents or hinders the child from making use of educational facilities of a kind provided for young people of the same age in schools within the area.

Special educational provision means;

- (a) For a child over two, educational provision which is additional to, or otherwise different from, the educational provision made generally for the child's age in maintained schools.

Coritani Academy recognises 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 goes to the very core of excellent learning and teaching.

Only in a small minority of cases will a child have special educational needs of a severity or complexity, which require a Education Health Care Plan or Statement of SEND.

The 1996 Education Act (Section 32) says:

'A child is not to be taken as having a learning difficulty solely because the language (or form of language) in which he is or will be taught is different from a language (or form of language) which has at any time been spoken in his/her home.'

Similarly, a talented or gifted child does not fall into the remit of special educational needs. The school recognises that these young people have their own needs, which are addressed separately.

We also recognise that young people may have special educational needs in some areas of their learning can be identified as gifted and talented in others.

## 5 Scope of the Policy

This policy applies to all young people in Coritani Academy who have special educational needs. The policy applies equally to all students and their families whatever their gender, ethnic origin, home language, religion, disability or social circumstances.

This policy also has implications for all our partners in the SEND process, e.g. partner schools, governing bodies, parents/carers and statutory/voluntary agencies.

## 6 Responsibilities

The Governing Body will use its best endeavours to ensure high quality education and support for all. There will be appointed a nominated Governor with specific responsibility for SEND.

The academy recognises that all staff will work with young people with SEND and that all teachers are teachers of those with special needs. The work is led by a Special Education Needs Co-ordinator (SENCO) who will work closely with the nominated Governor and staff.

The role of the SENCO within the school is to be responsible for;

- The day to day operation of the academy's SEND policy
- Liaising with and advising academy staff giving clear guidelines for procedure when needs are identified
- Co-ordinating provision for students with SEND

- Maintaining the school's SEND register and overseeing records of all young people with SEND
- Liaising with parents of young people with SEND
- Contributing to in-service training of staff
- Liaising with external agencies including the Educational Psychology Service and other SEND support services, medical and social services and voluntary bodies
- Consulting with SENCOs from other schools to ensure effective use of resources and the dissemination of good practice
- Managing a range of resources, human and material, including Individual and Group Education plans linked to young people with special educational needs
- Providing support and advice to colleagues
- Monitoring and evaluating the special needs provision and reporting to the Governing Body on the progress of students with SEND.

The Principal has the responsibility for the overall management of all aspects of the Coritani Academy's work including provision for young people with special educational needs. The SENCO is responsible for the day-to-day management and implementation of this policy. The SENCO will keep the Principal and Governing Body fully informed.

The dedicated SEND budget will be reviewed annually.

## 7 Philosophy

Our philosophy starts with reference to the schools aims and objectives

### **Aims of the Academy**

Our Academy works with local schools and local authorities to ensure that students who cannot thrive in a mainstream school environment have a quality educational alternative. We believe that every young person should have the opportunity to succeed by being motivated and inspired.

Our aim is to provide students with quality education and support, to meet their personalised learning need and ensure that students develop into responsible members of their communities.

### **Objectives of the Academy**

To provide support to students to help them re-engage with education

To provide a safe and inspiring environment in which students can develop into responsible adults

To ensure all our students have access to the same opportunities as students in mainstream schools through a broad and balanced curriculum



## 8 Coritani Academy Students working in other settings

Some students who are admitted into Coritani Academy (*via our commissioning process – please see Admissions Policy*) may well be spending some of their time in other settings, studying for academic and other vocational qualifications and completing work experience/work related learning.

The SENCO will ensure the key information with regards to their SEND is passed to the appropriate people so that the planning for their behaviour and learning support is consistent and appropriate.

The SENCO will also ensure there is liaison with any external Student Support Services again to ensure there is consistency of approach and expectations are managed.

Where students are entering at Y12, we will establish if any students have previously had a recognised Special Educational Need and plan their support accordingly.

We will liaise with all predecessor school staff, including the SENCO, where a student indicates they have a need for extra support.

## 9 Statement of Principles and Values

The principles and values within the Coritani Academy's SEND policy are underpinned by the following broad aims;

- To promote high standards of education for young people with SEND
- To encourage young people with SEND to participate fully in their school's community and take part in decisions about their education.
- To work with other statutory and voluntary bodies to provide support for young people with SEND.

For young people with special educational needs, the key principles underpinning this vision and through which the above aims are to be met are;

- Early intervention
- Promoting inclusive education
- Partnership with parents/carers 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.

## 10 Early Intervention

Coritani Academy recognises that the early identification of a young person's Special Educational Needs together with appropriate multi-disciplinary intervention should reduce the need for more intensive support later in the young person's school life. In working towards this principle the school will ensure the following;

The staff will work closely with predecessor school colleagues on transition.

Staff will raise with the SENCO at weekly meetings any young person who may be experiencing SEND.

Every consideration will be given to the views of parents/carers in the assessment and decision-making process. Young people with special educational needs will also be consulted whenever possible.

Procedures for inter-service and cross-agency referrals will be actively used and reviewed regularly. procedures.

The DSL will be best placed to carry out a risk assessment of the issue and determine the escalation and timescales for dealing with the allegation.

## 11 Promoting Inclusive Education

Coritani Academy believes that inclusive education is a human right, is good education and makes good social sense. It is recognised that inclusion is a process requiring collaborative input from schools, parents/carers, Local Authority (LA) support services, other agencies and the broader community. We will follow guidance in Keeping Children Safe in Education 2019 and Children's MARS guidance see Children's MARS procedures Managing Allegations Against People Who Work With Children.

## 12 Partnership with Parents/Carers

The best results are achieved where parents/carers, schools and LAs work in partnership. In working towards this principle the school will do the following;

Assist parents/carers in their understanding of Special Educational Needs procedures, school-based provision, and other support available for their child and additional sources of help and information, for example, voluntary organisations and childcare information services.

Provide opportunities for mediation and discussion where necessary.

Meet parental/carer preference for school placement subject to the requirement that the individual child's special educational needs can be met; that the education of other young people will not be adversely affected and that resources are efficiently used.

Ensure that assessment and review processes seek and take account of the parents'/carers' and young person's views wherever possible.

Provide clear and informative written advice for parents/carers about all aspects of the Code of Practice on the identification and assessment of young people with special educational needs and the range of different disabilities.

Provide clear written descriptions of the support services available for young people with special educational needs within the school and the local area.

Provide information in a variety of formats about the range of voluntary and statutory agencies, which may be able to assist parents/carers of young people with special educational needs.

Value families as the prime educators of their children.

Recognise that families have valuable knowledge of their child which service providers should encourage them to share.

Encourage families to be actively involved in relevant training/planning appropriate to their child's needs.

Promote mutual respect as the basis for communication between the school and families. This should include sensitivity to families' needs, desires and understanding.

Develop and promote open, honest and effective means of communication about the needs of young people who have SEND.

Deliver information in an appropriate and accessible form.

### 13 Promoting High Expectations

Coritani Academy will set high standards for young people with special educational needs with an expectation that they will achieve their full potential.

In working towards this principle, the school will ensure that;

Every student experiencing Special Educational Needs will have the barriers to achieving their potential identified and removed.

Young people with SEND have equal access to extracurricular and extended activities.

The use of assessments and the value added data will provide effective measures of the performance of young people with special educational needs.

All young people develop high self-esteem. Through this it is anticipated that young people will contribute to the setting of challenging personal goals.

### 14 Equality of Opportunity (please read in conjunction with our Equal Opportunities Policy)

Young people with SEND are entitled to equality of opportunity in all aspects of educational provision and access to a broad and balanced curriculum, including the National Curriculum.

In working towards this principle the academy will ensure that;

- All young people are valued equally and treated fairly
- Special educational needs will not be considered a barrier in achieving a place at the school
- The building will be DDA compliant
- All young people will be expected to make progress regardless of gender, disability, race, faith and culture.

All young people will have access to a relevant, broad and balanced curriculum including the core National Curriculum. The main aim of additional and specialist resources are to enable young people to access this curriculum.

Additional resources will be allocated to those young people with the greatest need. This will be achieved through adherence to the Code of Practice and to the staged approach to the identification and assessment of special educational needs.

## 15 Sharing responsibility

Coritani Academy recognises that parents/carers are their child's first educators. Meeting young people's special educational needs is a shared responsibility. Working towards this principle the school will share responsibility with a range of other partners and agencies.

Procedures will recognise the importance of sharing information and collaboratively devising support programmes for young people with special educational needs.

This is especially important at those periods of a child's educational life where transition from one phase of life or education is involved. The academy will adhere to North Lincs LA protocols for interagency working at;

- Initial academy/school entry
- Planning for post-school provision
- All points where additional needs are identified.

## 16 Continuum of high-quality provision

In working towards this principle Coritani Academy will;

In accordance with the Code of Practice and Equality Act ensure that a young person's special educational needs will be met alongside his or her peers and within his or her own community

Ensure that a continuum of provision is available to meet a continuum of need

Actively use systems to secure collaborative working between the school and special schools and between the academy and LA support services

Keep under regular review Special Educational Provision to ensure there is consistency between policies within the academy.

Work with the Special Educational Needs support services to improve the quality of provision.

## 17 High quality trained staff

Young people with SEND, and their families, have a right to be supported by high quality, skilled professionals. Coritani Academy will support this principle through ensuring staff have access to a Professional Development Programme which directly addresses the development of expertise in special educational needs.

This programme will be a comprehensive and appropriate staff development programme, which addresses the skills and knowledge staff will need to fully support and teach all learners who

attend the academy. This will be available not only to teaching staff but also to support staff and all those involved in managing the statutory assessment process.

## 18 Clear and effective procedures

Procedures for identifying young people with special educational needs and for monitoring their progress will be clear, effective and straightforward. Any such procedures will take account of the Code of Practice on the identification and assessment of special educational needs. In working towards this principle, the school will;

Focus on preventative work with young people.

Ensure Statements of SEND and individual learning plans are reviewed annually and the appropriate action taken where required.

Ensure procedures for identifying young people with special needs and for monitoring their progress are clear, effective and straightforward and follow published local and national criteria.

Ensure procedures are in place to ensure the views of parents/carers and young people are sought when the statutory review process as well as those of the professionals involved.

Monitor and evaluate the school's performance in relation to young people with special needs using feedback and surveys to gather their views and those of their parents/carers in addition to assessment data.

## 19 Partnership with Young People

We believe that partnership with young people is essential in relation to SEND and they have the right to have their views incorporated in assessment and review, and to be involved in decision-making about their own SEND.

Young people have the right to have their views, expectations and needs taken into account in all planning.

We recognise that effective action for learners with SEND will often depend on close co-operation between the academy, the health services and young people's services. We are committed to implementing such co-operative arrangements so that services for individual young people, families and schools can be as seamless as possible.

All young people should be encouraged to develop a positive sense of self-image and a pride in their own identity.

All young people should be encouraged to accept and value differences.

## 20 Monitoring review and evaluation

Coritani Academy will conduct internal reviews of SEND provision at least annually to complement the on-going monitoring and evaluation of provision and outcomes.

The SENCO will report regularly to the Principal and Governing Body in relation to SEND.

Parents/carers also have a role to play through their contribution to reviews of their young people's learning, working with the school in relation to targets within their child's individual education plans.

In carrying out its responsibilities towards young people with special educational needs the school will;

- Keep its arrangements and provision for SEND under review
- Review the effective use of its resources
- Review and evaluate the school's arrangements for individual education planning and reviewing, including parental and Support Services involvement
- Internally monitor all SEND arrangements and curricular provision against published criteria. Such monitoring will take account of the Academy's Development Plan and SEND policy, the LA's SEND policy and the finance delegated under SEND arrangements.

The monitoring and evaluation of the effectiveness of provision towards meeting the additional needs of young people who have special needs covers a range of important and interrelated areas.

In particular:

- Allocation and effective use of resources
- The performance of LA support services as experienced by school students and staff
- The provision for young people with special needs within the school including annual review of statements and individual learning plans
- Individual student progress as measured against set targets
- Use of delegated funds.

## 21 Policy Review

The SENCO will review this policy on an annual basis and any proposed changes will be reported to the Principal, Governing Body and Coritani Academy staff.

This policy for SEND will be made available and accessible to parents/carers, colleagues and all stakeholders.

## 22 Document Control

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