



SJA SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY

Promoting Inclusion for all

DATE: December 24

POLICY LEAD: Miss A Davies

APPROVED BY: LGB



Excellence



Equity



Empowerment



Esteem

DOCUMENT CONTROL		POLICY LEVEL	
APPROVED BY	LGB	APROVED DATE	December 24
BUSINESS LEAD		AUTHOR	Mrs Cheryl Barquero /Miss A Davies
NEXT REVIEW DATE	December 25	FREQUENCY	Annually
VERSION NUMBER	DATE ISSUED	UPDATED INFORMATION	
1	December 23		
2	December 24	Updates in yellow.	

**This policy is written with regard to the Special Educational Needs and Disability Code of Practice: 0-25 years (July 2014)
And Section 19 of the Children and Families Act 2014**

Vision and values

Core values of the Academy

At Springwood we have **PRIDE** in ourselves; our school; our community.

P . R . I . D . E

Positive, Respectful, Independent, Determined and Empathetic

Vision of the Academy

All pupils will become Readers for Life, Aspirational, Responsible Citizens who have PRIDE in themselves, each other and their community.

Our core values and key drivers (Readers for Life, Aspirational, Responsible Citizens, PRIDE) are embedded within the vision of the Academy. As an Academy, we are passionate that all pupils should develop these skills to become successful, happy and confident young people, ready to excel as adults. Our Special Educational Needs and Disabilities policy supports all pupils to develop the life-skills required to be successful young people and adults and have equal opportunities during their time at Springwood.

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MISSION STATEMENT

‘Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.’ The academy supports this vision. Our academy is committed to ensuring equality of education and opportunity for pupils/students with a Special Educational Need and/or Disability (SEND). We aim to develop a culture of inclusion and diversity in which people feel free to disclose their SEND and are encouraged and able to participate fully in school life. Our academy believes that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here. It is our hope that all our pupils/students becoming adults of the future will have an understanding and empathy in relation to those with SEND and will positively contribute to an inclusive society.

Objectives

It is the objective of the academy to provide an inclusive educational environment for each pupil with the opportunity to fulfil his/her potential using best endeavours to secure special educational provision.

We therefore aim to ensure that: -

- All teachers have high expectations of pupils with SEN, including a commitment to ensuring they can achieve their full educational potential.
- All teachers deliver high quality provision to meet the needs of pupils with SEN.
- We operate a zero-tolerance policy on bullying.
- We identify and assess pupils with SEN as early as possible and provide a flexible and staged structure of provision to meet all identified needs.
- We collaborate with education, health and social care services to provide resources to meet the needs of pupils.
- Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- All staff develop their awareness of special educational needs and focus on inclusive practice to remove barriers to learning with access to a broad, balanced yet relevant mainstream curriculum which is differentiated to ensure continuing progress.
- All pupils with SEN to be actively involved in the decision-making process and be allowed to express their views, wishes and feelings. These views will be taken into account when planning their curriculum giving them greater choice and control.
- We involve parents/carers as partners in the education of their children and provided them with the information and support necessary to enable participation in decision making.
- Pupils with SEN engage in the activities of the Academy alongside pupils who do not have SEN. This reflects their rights as stated in the Children's Act 1989 and the Equality Act 2012.

- All pupils are valued equally as individuals taking into consideration other factors which contribute to learning, behaviour, wellbeing and state of mind.

Responsibility for the Co-ordination of SEN Provision

The qualified teacher designated as SEN Coordinator (SENDCo) for the school is Miss Ashley Davies. The SENDCo works closely with the Inclusion Manager, Mrs Marie Watts. The SENDCo and Inclusion Manager work closely with the Principal, Mrs Rebecca Malton. The named governor with responsibility for SEND is Mrs Rebecca Hibberd.

The SENDCo is responsible for:

- Determining the strategic development of SEN policy and provision within the Academy
- Day-to-day responsibility for the operation of the SEN policy and co-ordination of specific provision to support pupils with SEN, including those who have Education, Health and Care plans (EHC) plans
- Providing professional guidance to colleagues on the graduated approach to providing SEN support and working closely with staff, parents and other agencies together with an awareness of the provision in the Local Offer.
- Advising on the deployment of the Academy's delegated budget and other resources to meet pupils' needs effectively.
- Ensuring that the school keeps the records of all pupils with SEN up to date.
- Liaising with parents/carers of pupils with SEN
- Liaising with the local authority (LA) and its support services, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Liaising with potential next providers in education for a smooth, planned transition.
- Liaising with the Local Governing Body via the named Governor for SEN and the relevant Designated Teacher where a looked after child has SEN.
- Working with the Associate Principal and Governors to meet the Academy's responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

Experience and Qualifications of SEN Staff

A Davies	QTS
SENDCo	BA (Hons) Primary Education (5-11yrs) with QTS in English Post Graduate Certificate in Special Educational Needs (National award in Special Educational Needs Co-ordination) National Primary Qualification for Middle Leaders 16 years teaching experience 13 years experience as a SENDCo
M Watts	L3 Teaching Assistant qualification
Inclusion Manager team	2 years experience within social care family assessment 5 years experience within Specialist education settings 15 years experience within mainstream education setting
C Barquero	QTS
ACET Inclusion and Safeguarding Lead Post	BA (Hons) English Language and Literature Graduate Certificate in Special Educational Needs (National award in Special Educational Needs Coordination) Certificate of Competence in Psychometric Testing, Assessment and Access Arrangements Certificate in Counselling 14 years teaching experience
R Malton	QTS
Principal	BSc (Hons) Biology Post Graduate Certificate Education National Professional Qualification for Senior Leadership 21 years teaching experience

Arrangements for Co-ordinating SEN Provision

The Academy intends that

- (i) Having considered all the information gathered from within the school about a pupil's progress alongside national data and expectations of progress, each teacher together with the SENDCo, will make the decision whether to make special educational provision.
- (ii) The SEN Governor will meet with the SENDCo to discuss policies and procedures for meeting the needs of pupils. Outcomes will be shared at relevant ACET Local Governing Body meetings.

Overview of the SEN Information Report

The Local Governing Body has published information on the Academy website for pupils with SEN. This includes:

- The kinds of SEN which are provided for;
- Identification and assessment of pupils with SEN;
- Arrangements for consulting parents/carers of children with SEN;
- Arrangements for consulting pupils with SEN;
- Arrangements for assessing and revising progress towards outcome;
- Arrangements for supporting pupils in transition;
- The approach to teaching pupils with SEN;
- How adaptations are made to the curriculum and the learning environment of pupils with SEN including access;
- The expertise and training of staff to support pupils with SEN;
- Evaluating the effectiveness of provision made for pupils with SEN;
- How pupils with SEN are enabled to engage in activities within the Academy;
- Support available for improving emotional and social development;
- How the Academy works with other bodies;
- Arrangements for handling complaints for pupils with SEN;
- Funding.

Arrangements for the provision for pupils with Education, Health and Care Plans

- A pupil with an EHC plan may be placed within provision at Springwood Junior Academy following consultation led by the pupil's Local Authority SEND team
- All consultations are fully considered in light of the needs and provision identified within the EHC plan and discussed within a multi-agency framework to ensure that placement at Springwood Junior Academy is in the best interests of the child
- Staff at Springwood Junior Academy will work with identified education, health and care professionals to deliver the agreed provision as defined in the EHC plan, working closely with universal and local authority services and undertaking training and commissioning services as required and outlined within individual EHC plans
- Staff at Springwood Junior Academy will access continuous professional development within the area of SEND.
- Staff working within Springwood Junior Academy may undertake bespoke and personalised training based on the needs identified within the EHC plans of pupils for whom placement has been agreed
- Parent/carers may request a meeting at any point to discuss the provision made for their child.
- The SENDCo is responsible for ensuring that all pupils with EHC plans have an annual review. The annual review must take place within a specific time frame, usually within 12 months of the previous review. An annual review may be held within a short time frame if there are significant changes for the pupil or if there are concerns that the provision is no longer meeting identified needs.
- The SENDCo is responsible for ensuring that the annual review documentation is shared with the local authority that is responsible for the EHC plan through their preferred information sharing platform within ten working days of the annual review or by the end of the term if that is sooner. This will include information relating to additional finances such as that provided through Element 3 funding and will be evidenced by an individual pupil provision map.
- Provision and funding information for pupils with an EHC plan is recorded on the Student Information Management system and updated at least 3 times per year in line with school census returns.

Complaints Procedure

The Local Governing Body will make efforts to ensure that anyone who wishes to make a complaint, including a complaint in relation to pupils with SEN, whether they have EHC plans or not, is treated fairly, given the chance to state their case, provided with a written response, and informed of their appeal rights.

Any parent/carer who wishes to discuss or make observations about the Special Needs provision for their son/daughter at Springwood Junior Academy should: -

- a) Telephone or make an informal appointment to see the SENDCo who will review the situation and arrange for it to be discussed within 5 working days of the complaint being made.
- b) If the parent remains dissatisfied the complaint should be submitted formally in writing to the Principal who will investigate the complaint and arrange a discussion within 5 working days.
- c) Parents/carers have the right to complain: -
 - i) To the Chairperson of the Local Governing Body via the school (Tel. 0114 287 2597) or the Principal.
 - ii) To the LA, (Education and Health Care Assessment Team) Tel. 01709 822660
- d) If a parent/carer is still not satisfied they can complain to the Education Funding Agency acting on behalf of the Secretary of State.

OFSTED can consider complaints about the educational provision of the Academy (not individual cases) when a complainant has tried to resolve the complaint through the Academy's own complaints procedure.

If the complainant remains concerned following the local complaints procedure, he or she could ask the Department for Education's School Complaints Unit to take up the matter.

This policy is reviewed annually and should be read in conjunction with the academy's following documents:

Accessibility plan

Child Protection and Safeguarding policy

Children in Public Care policy

Equality policy

SEN Information Report