

Sunnyside Academy

Special Educational Needs and Disabilities Policy



Approved by: Governors

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1. Beliefs and Values

Sunnyside Academy prides itself on being an inclusive school, 'unique' in the country for the range of inclusion, as identified by DfE. We are committed to meeting the special educational needs of pupils and ensuring that they make progress. This ethos is formalised in the school's mission statement and aims, as set out below:-

Mission statement

All children have the right to achieve their full potential.

School aims

- To respect, care and celebrate the talents and skills of all individuals, and work cooperatively to learn and share achieved goals.
- To provide a range of stimulating learning environments to meet the wide range of pupil's needs and positively try to enhance the wider communities
- To set high expectations and promote motivation and achievement in all pupils by delivering a challenging, interesting and varied curriculum.

We are committed to giving all of our children every opportunity to achieve the highest of standards. We have three bases within the school one for children with a visual impairment, one for children with a hearing impairment and one for key stage 2 children who have moderate learning difficulties. These children are usually transported from across the Tees Valley to our school. Due to diverse demographic backgrounds of our children we take into account our pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter to everyone within the school.

2. Legislation and guidance

This policy was developed by Sunnyside Inclusion Team, in liaison with the Senior Leadership Team (SLT) and Academy Governing Body. The Policy has been shared with all staff. It is available to parents and other interested parties.

This policy complies with the statutory requirements laid out in the 2014 SEND Code of Practice (0-25yrs). It has been written with reference to the following guidance documents:

- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- Care Act (2015)
- Sunnyside SEND Graduated Response
- Equality Act 2010 - Public Sector Equality Duty

- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- Statutory Guidance on supporting pupils at school with medical conditions
- Safeguarding Policy
- Accessibility Plan
- Anti-Bullying and Behaviour Policy
- NASEN – Updating SEND Policy (Guidance for Schools) 2014

This policy also complies with our funding agreement and articles of association.

3. Policy Aims

Our SEN policy and information report aims to:

- 1) To ensure that each child with a Special Educational Needs and/or Disability can access and gain a positive experience from all aspects of Academy life, and where necessary, reasonable adjustments will be made to allow them do to so.
- 2) To ensure the Academy's philosophy, policies and procedures are underpinned in all of our actions and are actively promoted by all members of our Academy community, so that:
 - a) high expectations are considered 'non-negotiable' for all children.
 - b) we have in place a consistently applied framework (see Graduated Response) for identifying those children whose individual needs will require intervention.
 - c) those children who are identified as SEND follow a regular cycle of assessment: ASSESS, PLAN, DO, REVIEW.
 - d) Accessible systems are in place to record, monitor and track progress.
 - e) We produce a consistent, high level of relevant education for all our children through quality first teaching.
- 3) To ensure all children, whatever their ability, gender, ethnic origin, social background or disability, have access to a broad, balanced, relevant and differentiated curriculum.
- 4) To ensure all learning support and interventions are tailored to an individual's specific needs with a clear focus on pupil outcomes. Targets and outcomes will be routinely shared with the child and parents.
- 5) To work in partnership with everyone who cares for the individual child to ensure the very best outcomes.
- 6) To put the child at the centre of everything we do, raise aspirations and expectations, and give them a voice.
- 7) That we make appropriate use of SEND resources (at both SEN Support and EHCP stages) to procure the expertise of external agencies through a consistent and cyclical review of outcomes.
- 8) To provide ongoing, relevant staff CPD and training.
- 9) To produce targets that are appropriate to the individual, and which are consistently formulated, manageable, and are implemented as an integral part of our short-term planning and delivery.

10) To provide a clear structure for the management of specialist support, eg timetable and working guidelines for support staff.

11) To provide the SENDCo with non-contact time to monitor children's progress, especially in relation to teaching, learning, annual reviews and target setting.

4. Definitions

A child may have special educational needs either throughout, or at any time during their learning journey. Not all pupils with a disability will have a special educational need, and not all pupils with a special educational need meet the definition of a disability, however this Policy covers all of these pupils.

A pupil has Special Educational Need if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

A child has a disability if they: "have a physical or mental impairment which has a long term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities. Physical or mental impairment includes sensory impairments such as those affecting sight or hearing and long term health conditions such as asthma, diabetes or epilepsy" (Equality Act 2010).

5. Roles and responsibilities

5.1 The Senior Inclusion Team

At Sunnyside, due to the 'uniqueness' of Sunnyside Academy, we have a Senior Inclusion Team comprising of:

- The Headteacher - Julie Sutton
- Assistant Headteacher for Special Educational Needs and Disabilities & High Needs Base Lead – Rebecca Rathmell
- Sunnyside Communication Base Lead – Michelle Runciemen-Smeaton
- Visual Resource Base Lead – Liz Milburn
- SEND Inclusion Officer – Nicola Thornton

They will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school

5.2 The Assistant Headteacher for SEND is responsible for:

- The effectiveness of teaching and learning strategies for specific groups/ individuals
- The adequacy of curriculum provision and the effectiveness of its impact on learning outcomes
- Target setting with relevant support staff
- Recruitment, deployment and impact of staffing
- Completion of relevant school self-evaluation documentation
- Any other responsibility as directed by the Head Teacher as part of the SLMT
- The Responsibility of the SEND lead is to work in consultation with the Head and in co-operation with colleagues and governors for the development of the school.

There is a responsibility for:

- Teaching and learning
- Induction of new staff & Students
- Policies/guidelines
- INSET
- Co-ordination and promotion of all systems within the phase
- Liaison with pupils & parents within the phase
- Management of pupils and ensuring all procedures & policies within the school are adhered to within the phase.
- Report to the Head Teacher & Governors each term about the outcomes on pupil learning within the phase.
- Be an active member of the SLMT to ensure the progress and development of the school.

5.3 Base Leaders

- Support and implement the vision and ethos of the school
- Ensure that the work of the team/whole school (as relevant) is inclusive and issues are addressed in curriculum and/or pastoral management
- As appropriate contribute to the writing of self-evaluation/RAD Plan and policy documents. Ensure policies are translated into practice by the team and that you bring to the attention of SLT any which may need revisions or amendments
- As directed by SLT, lead on the school self-evaluation process for the Bases including lesson observations, monitoring of school standards and bringing about improvement
- Manage effectively the transition of pupils to and from your phase and within it
- Be responsible for ensuring a creative curriculum is used to deliver a modified National Curriculum for all base pupils. Promote cross curricular approaches to teaching and learning
- Be a proactive and effective member of the senior/middle leadership team
- Be an effective role model for your team in terms of teaching, behaviour and classroom management
- Have a significant teaching commitment as a teacher.
- Work closely in liaison with AHT SEND/SEN Inclusion Officer in the fulfilment of their duties in relation to SEND statutory requirements and raising achievement of SEND pupils with specific reference to pupils in their care.
- Be responsible for ensuring curriculum continuity/progression for individual pupils in their specific SEND area

- Maintain up-to-date pupil data for pupils in their specific area.
- Develop new strategies and mechanisms for assessing children's progress and attainment – social, emotional and academic.
- Guiding the work of other professionals, such as teachers, teaching assistants and therapists through INSET, ongoing specialist advice and direct teaching
- Organise regular SEND staff meetings/CPD
- Liaising with external professionals
- Teaching specialist skills
- Advising on access arrangements for exams
- Informally assessing learning environments for accessibility and health and safety, and reviewing access plans (in line with the Equality Act)

5.3 The SEN Inclusion Officer

- Maintains accurate pupil records, input and monitor progression data and provide reports and statistical profiles to support the assessment process using tracker, and any other information systems employed by the school.
- Collate and prepare information ready for Annual Reviews and the transition to EHCP
- Establish constructive relationships children and families and deal sensitively with a range of issues raised in dialogue with a range of professionals.
- Promote the inclusion and acceptance of all pupils
- Strategic Financial planning for SEND/Intervention throughout the school.
- To work with the Inclusion Team to coordinate training with and for the school and the local authority
- To ensure all data is up to date and present in agreed format to ensure information informs strategic planning for the school.
- To track and monitor intervention groups and liaise with staff to ensure / report effectiveness.
- To ensure new SEND regulations are adhered to for the whole school.
- A sound understanding of Academy procedures, principles, codes of practice and policies.
- Awareness, research and implementation of regulatory framework relevant to SEND, Safeguarding, Vulnerable learners, Disability Equality, PLASC, Children and Families Bill 2012 – and to ensure Sunnyside's practice is acknowledged as best practice.

5.4 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

5.5 The Headteacher

The Headteacher will:

- Work with the Inclusion Team and SEND governor to determine the strategic development of the SEND policy and provision in the school

- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

5.6 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Inclusion Team to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Writing and updating SEN Support Plans and IEPs termly, with advice from the Inclusion Team and outside agencies as appropriate.

6. SEND Information Report – see *additional document updated annually*

7. Monitoring arrangements

This policy and information report will be reviewed by **Rebecca Rathmell (AHT SEND) every two years**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

8. Links with other Policies and Documents

Sunnyside SEND Graduated Response

Sunnyside SEND Admissions Resource and Base Provision

Sunnyside SEND Information Report

Equality Policy and Plan

Accessibility Policy and Plan