



## **DUKES AND DUCHESSSES OF CAMBRIDGE ACADEMY**

### **SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEN&D) POLICY**

#### **Introduction**

All children have the right to achieve their maximum academic and social potential. The SEN policy at DUKES AND DUCHESSSES OF CAMBRIDGE ACADEMY seeks to promote this by providing equality of access and opportunity to all areas of the curriculum. Children are taught in an environment where they receive equal respect and in which their individuality is valued. At the Academy we believe that all children have learning differences rather than learning difficulties and it is our policy to identify and assess these differences and ensure that learning is supported and differentiated to ensure good progress is made by all children.

#### **AIMS**

*To ensure that all teachers have the knowledge, skills and understanding to support children with learning differences in the short and long term as required.*

- *For the Academy to operate as a Dyslexia friendly learning environment making provision for mild and specific learning difficulties.*
- *For there to be focus on creating additional support in the mainstream classroom, through partnership teaching and support for learning.*
- *To ensure that children identified as having Special Educational Needs are promptly and accurately assessed and their needs addressed appropriately.*
- *To target resources effectively.*
- *To monitor and evaluate progress of children with SEN and the impact of intervention*
- *To provide teachers with knowledge and strategies to differentiate accordingly through strategy lists. .*
- *To draw up Personal Support Programmes (PSPs) for children at risk of permanent exclusion/disaffection to provide them with the support, challenge and structure to reintegrate them back into a culture of focused learning where they can make good progress.*
- *To ensure regular consultation with parents and outside agencies to develop opportunities for working in partnership.*

#### **ROLES AND RESPONSIBILITIES**

##### ***For children***

To be fully involved in their learning at all stages, by participating in the setting of targets for improvement, and engaging positively with the systems in place for self-evaluation and review.



### ***For Families***

To become actively involved in working with the Academy to support their child's academic and social progress, through consistent and regular communication and full involvement in the systems in place for self-evaluation and review.

### ***For Teachers***

- To plan teaching effectively, allowing for the diverse learning needs of each group. To enable access to the National Curriculum at a level that challenges all children to reach their full potential.
- To ensure that student specific strategies are used in the lesson planning process To contribute to child specific reviews as requested.
- To work in collaboration with the SEN department to develop resources and ensure effective use of support, including partnership teaching.

### ***For the SENCO***

- To maintain and update the Academy's SEN profile.
- To work with subject areas to develop resources and/or deliver INSET to support student learning.
- To monitor the academic progress of children with SEN across the curriculum ensuring that the identified strategies are in place.
- To monitor, evaluate and review the quality of teaching and learning across the subject area, with regard to children with SEN.
- To establish systems that ensure statutory requirements are met for SEN.
- To deploy staff and resources according to the needs of the children.
- To write a termly report to the Governing body on progress.
- To agree a programme of professional development with the Academy Leadership Group that will ensure all staff have the knowledge skills and understanding to support those children with SEN.

### ***For the Academy Leadership Group***

- To ensure statutory requirements are met by the subject areas within each faculty;  
To co-ordinate referrals to the children support services panel, using the agreed systems.
- To establish a program of professional development to raise staff awareness and their capacity to make improvements to planning, teaching and learning at all levels so that the Academy will ensure a quality education for children of all abilities.

### ***For the Governors***

To appoint a nominated person for SEN  
To review and agree the SEN policy annually.



## **THE LEGAL FRAMEWORK**

The DUKES AND DUCHESSSES OF CAMBRIDGE ACADEMY SEN&D policy is written with regard to:

- The Education Act 1996
- The SEN Code of Practice 2014
- DfE Formal Guidance 6/94
- The Special Educational Needs and Disability Bill 2001
- Children's and Families Act 2014

## **CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

A child is considered to have SEN if they have a learning difference that requires special educational provision to be made for them. A child of compulsory school age or a young person has a learning difference or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or 5
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Children with SEN whether they have an Education Health Plan or not include:

- Speech and language and other communication needs
- General Learning needs where progress has fallen behind that of their peers
- Specific learning needs where they have difficulty acquiring specific literacy or numeracy needs in relation to their cognitive ability
- Pupils with physical and/or sensory impairment
- Social and emotional needs
- Children on the Autistic Spectrum
- Medical needs

Where a pupil is identified as having SEN, DUKES AND DUCHESSSES OF CAMBRIDGE ACADEMY strives to remove barriers to learning and put effective special educational provision in place. In line with the SEN Code of Practice 2014, SEN support follows a four-party cycle to ensure a child's needs are fully understood and what they require to support them in making progress is put in place. This is known as the graduated approach, the 4 areas of this approach are Assess, Plan, Do and review.



## **Assess**

When a concern is raised about a child by a teacher or parent, the SEN team will carry out observations and analysis of the pupil's needs. This will include

- Drawing on teachers assessment and experience of the pupil
- The child or young person's previous progress and attainment
- Other subject teacher's assessment where relevant
- The child or young person's development in comparison to their peers and national data.
- The views and experience of parents
- The pupil's own views
- If relevant, advice from external support services.

This assessment will be monitored and reviewed as an ongoing process. This will ensure that support and intervention are matched to the child or young person's need, barriers to learning are identified and overcome and strategies and intervention that support a child's learning are in place.

## **Plan**

Where it is decided to provide a pupil with specific SEN support, a child or young person's parents will be formally notified. This will take place after the SEN team has had a consultation with the parent and pupil about adjustments, interventions and support that will be put in place, along with expected impact on progress, development or behaviour.

All teachers, and support staff who work with children and young people with specific needs, will be made aware of their needs and provided with specific strategies that support their individual needs.

## **Do**

The class or subject teacher is responsible for the teaching and learning for every child in their class. Teachers work closely with teaching assistants and/or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo then further supports the class or subject teaching in further assessment and implementation of support.

## **Review**

As part of the review phase, the effectiveness of the support and interventions will be reviewed at an agreed date. This will be reviewed with parents and children and young people, where appropriate. Progress and areas for development will be shared at the review meeting to aid next step planning.

Where a child has High Needs funding, a statement or an Education, Health Care Plan, an annual review will be completed and documentation will be shared with relevant school staff, parents and the local authority.

Children with English as an Additional Language (EAL) are not regarded as SEN, solely because the language or different form of language of their home is different from the language in which they will be taught. The SENCO will initially organise the assessment of these children and will plan for their support in line with the EAL Policy. It is important to recognise that there may be an overlap in EAL and SEN needs and children will need careful assessment.



## **ORGANISATION OF SPECIAL EDUCATIONAL NEEDS**

The Head of Academy has overall responsibility for special educational needs at DUKES AND DUCHESSSES OF CAMBRIDGE ACADEMY. There is a Governor responsible for SEN and a Harris Federation Primary Advisory teacher for SEN supporting the academy to ensure pupils' needs are being met.

All teachers have ongoing training and use specific strategies to support children with SEN in their classes and will deliver high quality teaching that is differentiated and personalised to meet the needs of the majority of children and young people. Some children and young people may require educational provision that is additional or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. DUKES AND DUCHESSSES OF CAMBRIDGE ACADEMY will use our best endeavours to ensure that provision is made for those who need it. DUKES AND DUCHESSSES OF CAMBRIDGE ACADEMY believe, in line with the SEN Code of Practice 2014, that special educational provision is underpinned by high quality teaching and is compromised by anything less.

## **ADMISSION TO DUKES AND DUCHESSSES OF CAMBRIDGE ACADEMY**

The Academy will ensure that children with SEN are admitted on an equal basis with others in accordance with its Admissions Policy.

Where an LA proposes to name the Academy in a Statement of Special Educational Needs made in accordance with section 324 of the education act 1996, the Academy shall consent to being named, except where admitting the child would be incompatible with the provision of efficient education for other children.

In deciding whether a child's inclusion would be incompatible with the efficient education of other children the Academy shall have regard to the relevant guidance issued by the Secretary of State to maintained schools. In the event of any disagreement between the Academy and the LA, the Academy may ask the Secretary of State to determine whether the Academy should be named. The Secretary of State's determination shall be final.

## **TRANSITION**

We will support vulnerable children and children with SEND at all stages of transition:

Between classes and phases within school:

- Use of transition books with photographs of new staff, room, facilities etc.
- Visits to the new room and extra meetings with new staff.
- Transition meetings - opportunities to meet and talk with new staff and SENCo. Moving to secondary school (when the time comes):
- Children and/or parents will be offered extra visits to designated new secondary school.
- The SENCo will liaise with secondary SENCos.



- Secondary school staff will be invited to introduce themselves to prospective pupils at HPAED meetings.

Transferring to a different school:

- We will ensure timely handovers of pupil files to new schools.
- The SENCo will liaise with the new school and may make a follow up visit to check transition is successful.

## **IDENTIFICATION AND ASSESSMENT**

Pupils who are thought to have Special Educational Needs are identified and assessed as early and thoroughly as is possible and necessary. Referral can come from a multitude of sources:

- Parental request;
- Teacher request;
- Management request;
- Following information from previous school;
- Following evaluation of internal tracking data;
- Following diagnostic tests;

### **School Request for a Statutory Assessment**

For a small minority of children, school SEN Support may not be sufficient to meet their needs. In such situations, a request for Statutory Assessment can be made to the Authority, requesting funding for further support in the form of an Education, Health, Care Plan (formerly known as a “Statement of SEN”). Parents and pupils are fully involved and consulted in making this decision and all the processes followed.

Where a child has a Statement or an Education Health Care Plan (EHCP), a full Review is completed annually to evaluate the child’s changing needs and ensure the most appropriate support continues to be provided, particularly when transitioning from one Key Stage to another.

## **ACCESSIBILITY**

DUKES AND DUCHESSSES OF CAMBRIDGE ACADEMY has ramps, wide doors and disabled toilets. Translations and interpreters can be provided when required. Our website can be fully translated into a wide number of languages. Our Accessibility Plan can be found on our website.

## **LINKS WITH EXTERNAL AGENCIES**

DUKES AND DUCHESSSES OF CAMBRIDGE ACADEMY has close links with many outside agencies that can provide additional support, recommendations and advice. Before liaising with any agency, parents will be contacted by the SENCo to discuss a possible referral and what this will entail.



The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met.

These include:

- Educational Psychology Service
- Speech and Language Therapist
- The Early Help Team (Sunshine House)
- The School Nurse Team
- Child and Adolescent Mental Health Service (CAMHS)
- Autism Outreach support

## **OVERVIEW**

DUKES AND DUCHESES OF CAMBRIDGE ACADEMY is committed to a broad and balanced curriculum for all. It is the intention of the academy that children with SEN be integrated for the majority of the time in the curriculum that is provided for the Year Group. In order to achieve this, children may receive support from member of the SEN team and from support staff from external establishments. Where it is felt that intensive support is required, children may be withdrawn to work in small group situations for a small proportion of their timetable.

All children with SEN are given the opportunity to be involved in all aspects of school life.

## **COMPLAINTS PROCEDURES**

If any parent is concerned about the provision for SEND they should contact the Principal in the first instance. The Principal will deal with the matter or refer it to the appropriate person.

Should they be unhappy with the outcome, the complaint should put in writing and addressed to the Executive Principal.

They may also contact the School Governor with responsibility for SEND.

## **EVALUATION OF THE SEN POLICY**

All sections of the SEN policy are regularly evaluated by the SEN team and line managers (curriculum and pastoral) and updated by the Principal. The Principal alongside the Harris Federation primary advisory teacher incorporates changes in legislation and LEA recommendations into the policy, as and when they occur. Provision and the policy will be updated annually.

**Date written – June 2020**

**Signed by Executive Principal -**

**Policy ratified by Governors – Sept 2015 - Review Date - July 2021**