

TDAP025E

ADDITIONAL NEEDS POLICY incorporating SPECIAL EDUCATIONAL NEEDS and DISABILITIES

Requisite: legal requirement				Responsible Committee: Full Governing Body		
Vers.	Approval Date	Committee	Head	Chair	Next Review Date	
C	01/05/2013	<i>Curriculum</i>			01/10/2015	
D	11/11/2015	<i>Full Governing Body</i>			01/11/2017	
E	20/09/2017	<i>Full Governing Body</i>			01/11/2019	

Definitions

- **Additional Needs** is an umbrella term which reflects the wide range of needs that students may have; there may be barriers to learning which need to be addressed.
- These barriers may include poor Literacy and Numeracy skills; social and emotional difficulties; a lack of fluency in students with English as an Additional Language and Special Educational Needs and disabilities.
- Children have **special educational needs** if they have a **learning difficulty** that calls for special educational provision to be made for them.
- Children have a **learning difficulty** if they:
 - Have a significantly greater difficulty in learning than the majority of children of the same age.
 - Have a **disability** that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- A student has a **disability** if they have a long term condition that results in a substantial impairment, which creates major difficulties performing day to day activities; these are beyond the normal differences which may exist among people. [The Equality Act 2010]

Special Educational Provision is provision that is additional to, or different from, the educational provision made generally for students of that age. Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head teacher, the SENCo and all other members of staff have important day-to-day responsibilities.

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All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

At the heart of the work of every school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

- **Differentiation** is an approach to teaching that attempts to ensure that all students learn well, despite their many differences. Differentiation is very much about identifying for each learner the most effective strategies and teaching methods for achieving agreed targets.
- **Personalised learning** is a highly structured and responsive approach to learning for each individual child and young person. It creates an ethos in which all pupils are able to progress, achieve and participate. It strengthens the link between learning and teaching by engaging pupils and their parents as partners. (National College of School Leadership May 2012)
- **Targeted provision** is additional provision within a defined time limit to the support. There is a clear assessment at the beginning and end of the intervention to monitor whether the support has had any impact. This type of support is usually to help students bridge a gap in learning, catch up or develop a skill they need. A student receiving targeted provision will continue to receive universal provision. This type of intervention is supported by 'entry data' and 'exit data', i.e., measurable information about the progress and impact, as a result of the additional provision. The Dorcan Academy makes use of the Early Help Record to record this provision, in some cases.
- **Specialist provision** is usually (though not always) long-term. Once it has been determined that a student has a special educational need, it is usually this level of provision and support that is provided. However, some students with special educational needs and a disability can still access the curriculum and wider learning opportunities through the usual mainstream learning processes. [Swindon Good Practice Guide 2014]
- **Inclusion** is an on-going process that celebrates diversity and involves identifying and minimising barriers to learning, in order to provide a meaningful education that

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facilitates appropriate independence and inclusion into society as a whole. Therefore students will not be barred from admission to the school on grounds of race, gender, sexual orientation, colour, first language, national or ethnic origin, and level of ability or disability, and background or for any other reason that cannot be shown to be justifiable.

(Education in Swindon - A Parent's Guide" on Admissions to Secondary School)

- As part of its commitments under articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities, the UK Government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education.
- The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where students with SEN should be educated and the Equality Act 2010 provides protection from discrimination for disabled people.
- Where a student has SEN but does not have an EHC plan they **must** be educated in a mainstream setting except in specific circumstances.
- The presumption of mainstream education is supported by provisions safeguarding the interests of all students and ensuring that the preferences of the student's parents or the young person for where they should be educated are met wherever possible.
- Students with SEN have different needs and can be educated effectively in a range of mainstream or special settings.
- Alongside the general presumption of mainstream education, parents of students with an EHC plan have the right to seek a place at a special school, special post-16 institution or specialist college.
- The Dorcan Academy is committed to securing expertise among teachers and teaching assistants other to support students with SEN or disabilities – this includes professional development to secure expertise at different levels:
- **awareness** (to give a basic awareness of a particular type of SEN, appropriate for all staff who will come into contact with a student with that type of SEN)
- **enhanced** (how to adapt teaching and learning to meet a particular type of SEN, for early years' practitioners, class and subject teachers/lecturers and teaching assistants working directly with the child or young person on a regular basis), and

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- **specialist** (in-depth training about a particular type of SEN, for staff who will be advising and supporting those with enhanced-level skills and knowledge)

Rationale and Purpose

Within the framework of *Aspire to Greatness*, The Dorcan Academy is a caring community where:

- Every student has an entitlement to feel valued and to realise their potential.
- Every student experiences a broad, balanced, relevant and challenging curriculum, which takes account of individual abilities, talents and personal qualities.
- All staff share the responsibility to ensure that all students, including those with additional needs have learning experiences to ensure progress.
- The Additional Needs (AN) team are fully committed to a working partnership with parents/carers, as they hold key information and have a critical role to play in their child's education.
- Parents/carers are encouraged to telephone or email to discuss concerns and meetings are arranged at mutually convenient times.

Procedures

- The Head Teacher carries the overall responsibility for the management of the provision for the education of students with Additional/Special needs.
- On a day-to-day basis, the responsibility is managed by a designated teacher; the Special Educational Needs Co-ordinator (SENCo) who should be contacted in the first instance. [Code of Practice 2014]
- The SENCo, with the support of the Head Teacher and Governing Body, takes responsibility for:
 - Overseeing the day-to-day operation of the school's SEN policy;
 - Coordinating provision for children with SEN;
 - Liaising with, advising and contributing to the in-service training of fellow teachers and other staff;
 - Liaising with the relevant designated teacher where a looked after student has SEN;
 - Advising on a graduated approach to providing SEN Support;

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- Ensuring that the records of all children with SEN are kept up to date;
- Liaising with parents of children with SEN;
- Liaising with primary schools, educational psychologists, health, social care, and independent or voluntary bodies who may be providing SEN support and advice to a child and their family;
- Being a key point of contact with external agencies, especially the LA and LA support services;
- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned;
- Collaborating with curriculum coordinators so that the learning for all children is given equal priority;
- Ensuring with the head teacher and school governors that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- The SENCo is responsible for ensuring that the school can track and record support plans and decisions for all the children with SEN in the school;
- It is recommended by the Code of Practice that the SENCo is part of the leadership team;
- Supporting transition arrangements;
- Planning for children with SEN transferring between schools and phases of their education including entry to a college or a provider in the further education sector. Early planning is essential;
- Liaising with those responsible for admissions, curriculum and support for young people with SEN.

Identification and assessment for students with Additional Needs

- The needs and progress of all students are identified by whole cohort screening in years 7 to 10 using recognised standardised tests in Reading and Spelling and Cognitive Ability Tests;
- In year 5 and 6 transition arrangements seek to ensure provision for students with Additional Needs, is in place before starting in year 7;
- High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people.
- Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

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- Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it.
- Special educational provision is underpinned by high quality teaching and is compromised by anything less.
- Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all students. These seek to identify students making less than expected progress given their age and individual circumstances. This can be characterised by progress which:
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress
 - fails to close the attainment gap between the child and their peers
 - widens the attainment gap
- It can include progress in areas other than attainment – for instance where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.
- The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the subject teacher, working with the SENCo, should assess whether the child has SEN.
- In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress.
- This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.
- This information gathering should include an early discussion with the student and their parents. These early discussions with parents should be structured in such a way that they develop a good understanding of the student's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.
- Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the student and their parents.
- This should then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional

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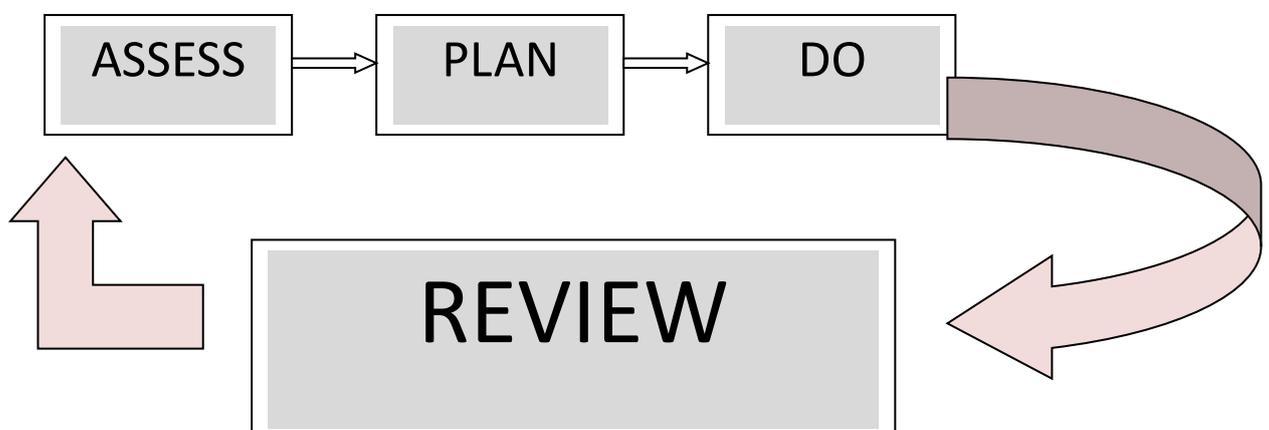
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is required.

SEN Support

- A wide range of students benefit from an extensive Intervention system, supporting students with Literacy, Numeracy, Social, Emotional and Behavioural difficulties.
- These are students whose barrier to learning may be only temporary and transient, so the interventions are for a short fixed time period, in the first instance.
- For other students the barriers to learning may be more intrinsic.
- In order to give appropriate support to students who have Special Educational Needs, The Dorcan Academy follows the SEN Code of Practice (2014) and the guidelines provided by Swindon Borough Council. (Swindon Good Practice Guide 2014)
- Responsibility for students at SEN Support lies with the school; whereas the LA and the school share the responsibility of statutory assessment for students who require an Education, Health and Care Plan.
- Where a student is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place.
- This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as **the graduated approach**. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.
- Aspects of these cycles of support are called: Assess, Plan, Do Review



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- This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.
- Where it is decided to provide a student with SEN support, the parents will be notified. The SENCo should agree in consultation with the parent and the student the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.
- All teachers and support staff who work with the student should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.
- The support and intervention provided should be selected to meet the outcomes.
- The subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the student. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENCo should support the subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.
- The SENCo takes a leading role in allocating resources and strategies, working closely with subject teachers, sharing the responsibility for the student with the external specialist support services as necessary.

Education Health and Care Plans

- SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.
- Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made progress, the school or parents should consider requesting an Education, Health and Care needs assessment
- The LA considers the need for an Education, Health and care Plan following a multi-disciplinary assessment.
- An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school, college or other

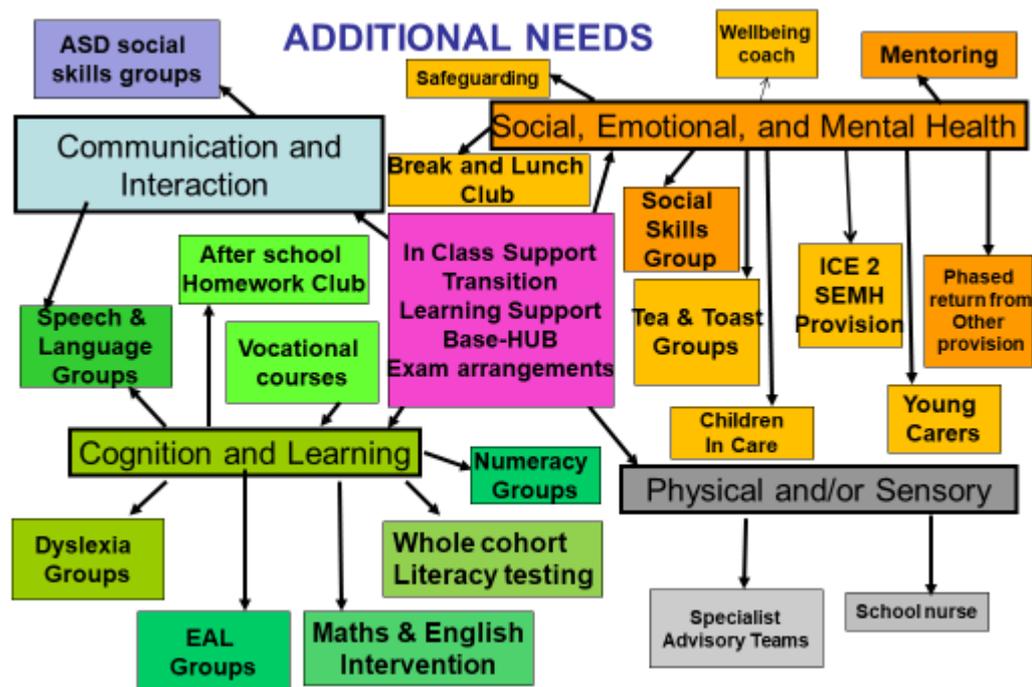
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provider can meet the child or young person's needs without an EHC plan.

- Using a person-centred approach, an Education, Health and Care Plan may be created in which provision is monitored and reviewed on an annual basis within statutory time limits in accordance with the SEN Code of Practice (2014).
- The SENCo and school Leadership Team is responsible for ensuring that the special provision laid out in the statement or Education, Health and Care Plan is met.



Provision

The above diagram shows the range of provision at The Dorcan Academy; the four primary areas of need are:

1. Communication and interaction;
2. Cognition and learning;
3. Social, Emotional and Mental Health
4. Physical and/or Sensory.

This conforms to the guidance in the Code of Practice (2014).

- It is in all students' best interests socially, academically and emotionally to be educated alongside their peers.

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- Students will be fully integrated into the mainstream provision of the school as far as it is reasonable, practical and compatible with meeting the student's needs.
- Support arrangements will be made to facilitate full integration, where possible.
- Some students may have additional needs which require alternative provision/curriculum temporarily or longer term.
- The aim is always to maximise access to mainstream curriculum, especially the core curriculum areas.
- All students are encouraged to participate fully in the life of the school.
- The Dorcan Academy is not recognised as having any specialism and does not have a special unit.
- The SENCo is committed to developing specialisms among the Support Team.
- The Learning Support Team is experienced in working with a wide variety of additional needs.
- The Learning Support Area is located near the Dining Room and DT classrooms.
- The accommodation comprises three teaching rooms; the SENCo office where student files are located; a staff room, an office for files and a counselling room.
- Maths and English Intervention is usually taught in rooms near the subject areas.
- Social skills, ASD groups and Tea and Toast take place in the Hub
- There is access for disabled students in certain areas of the school.
- The Wellbeing Coach has an office near some of the Heads of House.

Resources

- Resources, including staffing, are allocated to Additional Needs according to the Swindon Borough Council Special Educational Needs funding formula.
- SENRAP funding supplements the designated funding from AWPU's.
- It is the policy of the Governors to seek an appropriate level of funding from the LEA to support SEN and to monitor carefully, the allocation of resources to the school.
- The Full Governing Body discuss fully and openly the spending of these funds throughout the school, having regard to Education, Health and Care Plans and the provisions of support to students without EHC Plans, who have additional needs
- The SENCo is involved in discussions over the allocation of resources.
- The deployment of resources and staffing is arranged by the SENCo, having due regard for the individual needs of the students.

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Evaluating the Policy

The SENCo is accountable to the Headteacher and Governing Body for the implementation, monitoring, review and evaluation of the policy.

The AN Policy will be monitored and evaluated in a variety of ways. The key indicators used will include:

- Evidence of student progress, monitored through the school's assessment and reporting procedures, through screening and diagnostic assessments, and through external results (Entry Levels and GCSEs, or equivalents);
- Students increased ability to access the curriculum in subject areas;
- A decrease in number of students requiring support (especially withdrawal support) through the Key Stages;
- For Students with EHCPs, the Annual Review procedures;
- Decrease in size of AN Register especially in KS4;
- Student/Parent satisfaction;
- Post school destination of students;
- Evidence of the provision and value of AN INSET;
- Evidence from external inspection by Ofsted;
- Review of the AN Policy will take place bi-annually.

Complaints

- Any parent or guardian who wishes to draw our attention to a problem regarding the Additional needs provision which we make for their child should firstly contact the SENCo by telephoning the school for an appointment. The issue will be dealt with as swiftly as possible.
- Should this strategy not resolve the problem, the parents or guardian should contact the Head Teacher in a similar manner.
- In the unlikely event that these strategies fail to resolve the matter, application may be made to the Governing Body by writing to the Clerk of the Governors at the school address.
- In the event of an appeal against a decision by the Local Education Authority regarding a student's Education, Health and Care Plan, approach should be made to:

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- First-tier Tribunal (HESC), Special Educational Needs and Disability, Mowden Hall, Staindrop Road, Darlington DL3 9BG

- Information and forms available from Website:
 - www.sendist.gov.uk
 - Phone number: 01325 392760
 - Email: Sendistqueries@tribunals.gsi.gov.uk

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Appendix I

The Governing Body's legal responsibility for safeguarding the welfare of children goes beyond basic child protection procedures. The duty is now to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies

- Complaints
- Safeguarding Children and Young people
- Radicalisation and Extremism
- Behaviour
- Anti-Bullying
- Lettings and Use of Premises
- School trips
- Curriculum
- Children in Care
- Health and Safety
- Sex and Relationships Education
- Security
- Equality Diversity and Community Cohesion
- Students with Medical Needs
- Internet Access and Use
- E-Safety
- Use of ICT and Website
- Young Carers
- Privacy, Confidentiality, Information Sharing and Data
- Whistle blowing

The above list is not exhaustive but when undertaking development or planning of any kind the school will consider safeguarding matters.

Revision Notes

Rev A	Original
Rev B	Amendment
Rev C	New Format and amendments considered by the Curriculum Committee at the meeting held on 01/05/2013 and ratification by FGB on 22/05/2013
Rev D	Agreed and approved by Full Governing Body 11-11-15
Rev E	Approved by Full Governing Body 20-09-2017