



Sporting Stars Academy

Special Educational Needs & Disability Policy

<u>Agreed by the Directors:</u>		<u>01</u>	<u>09</u>	<u>2014</u>
<u>Last reviewed:</u>		<u>16th January 2023</u>		
<u>Review Date:</u>		<u>January 2024</u>		
<p><u>Signed:</u></p> <p>Signed.....</p> <p>(Director of Premises, Recruitment & Public Relations)</p> <p>Signed.....</p> <p>(Director of Business, Finance & Enterprise)</p> <p>Signed.....</p> <p>(Headteacher/Director of Curriculum and SENCO)</p>				

Introduction

This document is a statement of the aims, principles and strategies for provision for children with Special Educational Needs and Disabilities at Sporting Stars Academy.

LA guidelines and the SEND Code of Practice have been taken into consideration in the formulation of this policy.

This document provides a framework for the identification and provision for children with special educational needs. It is written for the benefit of all members of the school community, to ensure that all are aware of the principles underlying identification and provision and confidently committed to the agreed strategies.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 and has been written with reference to the following guidance and documents:

- Children and Families Act 2014
- Equality Act 2010

Aims

Our aims for SEND are to:

- Identify all young people who need special consideration to support their physical, social, emotional or intellectual development
- Ensure that these young people are given appropriate support to allow each of them full access to the curriculum in a positive framework
- Ensure that these young people are fully included in all activities of the school
- Involve parents/carers in decision making for their child; thus developing a partnership of support and enabling them to have full confidence in the strategies adopted by the school.

Principles and objectives of learning support policy

We seek:

- ✓ To provide a broad, balanced and suitably differentiated curriculum relevant to their individual needs
- ✓ To show an understanding that supporting difficulties in learning and / or behaviour as part of a high quality education service
- ✓ To be aware that any young person at some time in their education may have special educational needs
- ✓ To promote self-worth and enthusiasm by encouraging independent learning at all age levels
- ✓ To be aware that every young person is entitled to a sense of achievement
- ✓ To identify as soon as possible the young people who will need extra resources and / or teaching help within their school career
- ✓ To work in partnership with the child's parents/carers and other external professional agencies to provide for the young person's individual needs.

Named person

The named persons responsible for co-ordinating learning support at Sporting Stars Academy are Emma Tench (SENCO) and Ashley Miller (SENCO).

Responsibilities

Provision for young people with special educational needs is a matter for the school as a whole. All members of the school community (teaching and non-teaching staff, parents, students and visiting agencies) work towards the school aims by:

- ✓ Helping with the development of this policy
- ✓ Being fully aware of the school's procedures for identifying, assessing and making provision for students with special educational needs
- ✓ Commitment to a partnership approach to provision

The school leadership (Directors, Head teacher and senior staff) work towards the school's aims by:

- ✓ Taking responsibility for devising and implementing this SEND policy through widespread consultation
- ✓ Maintaining and evaluating the success of this policy and ensuring that necessary revisions are undertaken
- ✓ Maintaining appropriate staff and funding arrangements

The head teacher works towards the school's aims by:

- ✓ Overseeing provision for young people with special educational needs and disability
- ✓ Keeping the staff fully informed
- ✓ Co-ordinating provision

The head teacher plays a key role in determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of young people with SEND. She takes day-to-day responsibility for the operation of the SEND policy and co ordination of the provision made for individual children with SEND, working closely with staff, parents and carers, and other agencies. The head teacher also provides related professional guidance to colleagues with the aim of securing high quality teaching for young people with SEND.

With relation to SEND, the head teacher's key responsibilities include:

- Overseeing the day-to-day running of the school's SEND policy
- Co-ordinating provision for children with special educational needs
- Liaising with and advising fellow teachers
- Overseeing the records of all the young people with special educational needs
- Liaising with parents of children with special educational needs
- Contributing to the in-service training of staff
- Liaising with the external agencies including the local authority, schools, health and social services, and voluntary bodies.

Admissions

Young people who meet the admission criteria will be admitted to the school provided the appropriate level of facilities is available to meet their individual needs. The special needs policy document will be used in conjunction with other school policies. All young people, including those with special needs, will be expected to follow the behaviour policy

Identification and Assessment

Young people are referred to the school via a number of avenues, including the SASCAL Gateway and Cedars Pupil Referral Unit. Once a referral has been made, the head teacher will collate information on the young person's special educational need, with reference to the following descriptors:

- Cognition and Learning
- Social, Emotional and Mental Health
- Communication and Interaction
- Sensory/Physical

On the basis of this profile, the head teacher will identify the appropriate SEND level of support for the young person and discuss with the staff, referring partner/s and parents how best to help and support the young person. This information will also be used in the completion of the young person's Education Health and Care Plan (EHCP).

How does the school know if young people need extra help and what should I do if I think my child may have special educational needs?

- When young people have been identified with Special Educational Needs before they start at the school, we work with the people who already know them and use the information available to identify what their SEN will be in our setting and how we can manage it.
- If you tell us that you think your child has a Special Educational Need we will discuss this with you and look into it. We will share what we discover and agree with you what we will do next and what you can do to help your child.
- If our staff think that your child has a Special Educational Need this may be because they are not making the same progress as other young people. They may not be able to follow instructions or answer questions. Your child will be observed and their understanding of what we are doing in school will be assessed. Tests may be used to find out what is causing the difficulty. Should further help be required, the local SEND Services will be contacted.

The school's approach to teaching young people with special educational needs How will the school staff support my child?

- We have an open door policy so you will be involved in all decision making about your child's support.
- High quality teaching and differentiation is a major part of the graduated response employed, based on a cycle of assess, plan, do review.
- The SENCO creates an initial Education Health and Care Plan (EHCP) that is shared with all staff and identifies areas of strength and areas for development. Teaching staff then create a subject specific EHCP in response to this which identifies further support. The SENDCO liaises with staff regularly and monitors the progress that young people make in their assessments each term and everyday class work. Through careful analysis of data and close liaison with teaching staff, the SENDCO makes sure that young people, in need of additional support, receive it. The analysis is a good indicator of the effectiveness and quality of the interventions put in place for young people with Special Educational Needs.
- The head teacher will discuss the type of additional support, planned with parents/carers, so that provision is matched to need.
- If a higher level of support is required an Education, Health and Care Plan may be needed.

Please note, the revisions made to the SEND Code of Practice included the replacement of the Statement of Special Educational Need with Education, Health and Care Plan.

How the school adapts the curriculum and learning environment for young people with special educational needs.

How will the curriculum be matched to my child's needs?

- All our staff differentiate lessons so that every young person is able to learn at their own pace and in their own way.
- Reasonable adjustments will be made to enable a disabled child to access the curriculum.

Additional support for learning that is available to young people with special educational needs

How is the decision made about what type and how much support my child will receive?

- Class teachers make ongoing assessments of progress for all young people.
- Formal assessments of progress are made regularly.
- The first response is high quality teaching of work targeted to support the young person's area of weakness.
- Secondly, group or one to one interventions will be employed and recorded on the young person's EHCP.
- The impact of these interventions will be reviewed every term.
- When progress continues to be less than expected, the class teacher, working with the SENDCO will assess whether the young person has a Special Educational Need.
- Further interventions are put into place and the outcomes monitored by the SENDCO and class teacher.
- We will involve parents and young people and ask their views.

The schools arrangements for assessing and reviewing the progress of young people with special educational needs

How will both you and I know how my child is doing and how will you help me to support my child's learning?

- We check how well a young person understands and makes progress in each lesson through ongoing assessments and evaluations.
- Our Senior Leadership Team monitors the progress of all young people every term at tracking meetings and reviews. We discuss what we are doing to make sure that they make good progress including those with Special Educational Needs.
- You will be invited to a meeting to discuss progress and to set targets for your child according to outcomes.
- Professional reports will be shared with parents and carers.
- Any concerns regarding the progress of your child can be discussed with the class teacher and SENDCO at any time.

Monitoring and Evaluation of SEND Provision

- The school regularly and carefully monitors the quality of SEND provision. As outlined in the School Development Plan, the SENDCO and other members of the SLT carry out observations of staff, learning walks, BFL tracking and scrutiny of young people's work.
- Where applicable: home schools, support workers and other stakeholders are kept fully informed of this process and its outcomes.
- The impact of additional support on the young person's educational progress is discussed at our staff meetings and reviews.

How accessible is the school environment?

- We have a ramp which provides access into the building and an accessible toilet with a showering facility.
- We use a range of software to enable young people to access subjects that they find difficult. This helps them to become independent learners.
- Physical needs will be assessed individually and equipment will be provided on the advice of the Local Authority SEND Services.
- If required, an interpreter can meet with parents who have English as an additional language.
- If required we have access to a hearing-impaired interpreter to support parents/carers with who may present with hearing loss and/or difficulties.

Inclusion in activities beyond the classroom

How will my child be included in activities outside this classroom, including school trips?

- All young people are included in our educational visits.
- Any additional support required for your child's full inclusion is provided.

Support for improving the emotional and social development of young people.

What support will there be for my child's overall wellbeing?

- Regular meetings with the designated school nurse ensure that young people with medical issues can access medical interventions at school. This will include medication, inhalers, Epi pens etc.
- Meetings held with school nurse and parents/carers of young people with medical issues, to establish the child's needs and to devise a care plan where appropriate.
- All members of staff have attended First Aid training and have gained a certificate of competence.
- With permission from parents/carers, important medical information concerning their child's condition and medication is circulated to all relevant staff.
- We have a learning resource area and a small meeting room which provides a relaxed homely environment for working with individuals and groups of those young people requiring pastoral support.
- We have a range of partners including Catch 22, CAMHS, YOT, Counsellors, the Dove Service, Arch, Young Carers, Savannah etc who work with young people on a one to one and group basis.
- Regarding behaviour, the school tracks all lessons and focuses on the importance of Behaviour for Learning. The school employs a graduated response with parents being involved at every stage. There is consistent management of behaviour throughout the school, staff drawing on the advice given by the SENCO, if required. Further support and advice is given by the Educational Psychologist.
- The Education Welfare Service works closely with our staff team and parents to address any problems with attendance.
- Young people who are looked after by the local authority have the same rights as all young people. It is recognised that they may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning may affect their educational outcomes and their personal, social and emotional development. The school's Assistant SENCO, Patricia Johnson, will work with the SENCO to monitor the progress and provision for young people with SEN who are looked after.

Working together with young people and families

How are parents involved in the school? How can I be involved?

- Our school has an open-door policy. Class teachers and the SENCO are available to discuss any issues and concerns that may arise.
- Parents/carers with a child with Special Educational Needs will be invited to meetings to discuss their child's progress.
- Young people with SEN are able to contribute their views at their review meetings.
- The Local Authority's local offer is on the Stoke.gov website.

Partnership with Young People

- The school encourages young people to share concerns, discuss strategies and review progression, thus seeing themselves as equal partners with the school. The way in which they are encouraged to participate in the decision-making process reflects their growing maturity

Transition Arrangements

How will the school prepare and support my child in the next stage of their education and life?

- Our transition arrangements are always individualised and needs led: with all young people accessing in-school support from a member of the Local Authority's Career Team. They may also receive additional support from their home school's Careers Officer.
- All relevant documentation is shared with the college/training provider.
- Young people are transported to all meetings/interviews at their college/training provider/s of choice.
- Accompaniment into meetings/interviews is at the discretion of the young person and/or their parent/carer.
- For ALL post-16 students we offer a transfer meeting with the representative of the receiving college/placement so that information concerning the educational needs of the child can be discussed.

Training and Resources

How are the school's resources allocated and matched to young people's special educational needs?

- All schools are provided with funding to support those with additional needs.
- Our school funds any additional day-to-day resources required .
- Additional funding will be allocated if the assessment of a young person's needs identifies something that is significantly different to what is usually available.

What training are the staff supporting children and young people with SEND have had or are having?

- All staff are trained so that they can adapt to a wide range of Special Educational Needs – with a predominant focus on behavioural, social and emotional difficulties.
- Training is undertaken by staff attending training courses and by school INSET.
- The Head teacher has completed the SEND training in collaboration with Stoke-on-Trent Local Authority SEND Service and Wolverhampton University.

Specialist Involvement

What specialist services and expertise are available at or accessed by the school?

- We have support and advice from specialist teachers/support staff for accessing the curriculum and additional work on SEND related needs. We also get support from other Local Authority Services, Educational Psychologists and Social Care.
- We have access to a wide range of support agencies and this is managed on a needs led basis.
- Young people who require physical interventions can access the physiotherapist.
- Liaison with external agencies occurs as and when it is required, using the appropriate referral channels.

Roles and Responsibilities

- The Directors support the Head teacher/SENCO and staff in delivering an appropriate and inclusive curriculum for children with SEND.

The SENCO will:

- identify as early as possible those young people with SEN and disabilities and the nature of their needs.
- maintain regular contact with parents at all stages of support and work in partnership with them to meet the targets set for their child.
- determine any resource implications and establish whether they will be provided within school or through external sources.
- establish criteria and programmes for monitoring, evaluating and reviewing the effectiveness of the provision.
- decide if specialist advice is required from outside agencies and make appropriate referrals.

Storing and Managing Data

- All records are confidential and are stored in the staff room or school's exams office in a locked cupboard..
- Records will be passed on to any school that the young person moves to.
- The school is registered with the ICO and fulfils its duties in relation to the Data Protection Act 2018.

Complaints

- The first point of contact for parents/carers is their child's class teacher.
- Parents are always welcome to contact the SENCO/Headteacher, Emma Tench to discuss any concerns they may have.
- The school's Complaints Policy is available on our school website or in hardcopy upon request.
- Finally, the Local Authority needs to be informed of major unresolved issues.

Mechanisms for Review and Evaluation of the School's Special Needs Policy

- This policy will be reviewed annually.
- Where necessary name and details will be updated

January 2023