



# **Learners with Special Educational Needs and Disabilities (SEND) Policy**

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|---|--|
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| Deputy SENCO  | Jenny Cotgrave   |
| SEND Governor   | Lucy Lee   |
| Review Cycle:   | Annual   |
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| Legal Framework   | <p>Special educational needs and disability code of practice: 0 to 25 years (Jan 2015)</p> <p>Equality Act (2010)</p> <p>Children Act 1989 (as amended 2004 Section 52)</p> <p>Education Act 2002 s175/s157</p> <p>The Teachers Standards' 2012</p> <p>National Association for Special Educational Needs</p>  |
| Statutory Guidance                                      | <p>The national curriculum in England Key stages 3 and 4 framework document (Dec 2014)</p> <p>Listening to and involving children and young people (Jan 2014)</p> <p>Keeping children safe in education (March 2015)</p> <p>Working together to safeguard children (March 2015)</p> <p>Exclusion from maintained schools, academies and pupil referral units in England. (June 2012)</p> |
| Related Policies  | <p>Equality; Child Protection; Curriculum; Teaching and Learning; Assessment and Reporting; Health and Safety; Behaviour for Life; Admission; Educational visits; Anti -Bullying; Looked After Children; PSHCE; E-Safety.</p>  |

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## **SEND Policy**

### **“Be the best you can”**

#### **1. Skinners’ Academy Inclusion Statement**

*“Regular schools with [an] inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all”. UNESCO Salamanca Statement [1994]*

Skinners’ Academy believes strongly in meeting the individual needs of pupils within its diverse community, and takes a robust, strategic approach to doing so. Our culture of inclusion enables everyone to participate in all areas of Academy life and beyond. We believe diversity should be respected, appreciated and celebrated by all who are learning, teaching or visiting the Academy. Every teacher is responsible and accountable for the progress and development of the pupils in their class, including those with SEN.

We are aspirational for all our pupils and we believe that all our pupils are entitled to an appropriate education, one that is suitable to their needs, promotes high standards and achieves excellent outcomes.

#### **2. Aims**

Our aims for all pupils [including those with SEND] to

- achieve their best
- become confident individuals, living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

#### **3. Objectives**

- To identify and provide for pupils who have special educational needs and additional need
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator(SENCO) who will work with the SEN Policy
- To provide support and advice for all staff working with special educational needs pupils

#### **4. Identifying Special Educational Needs**

There are four broad categories of need described in the SEND Code of Practice (2015):

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

The purpose of identification is to ascertain the action the Academy needs to take, not to fit a pupil into a category. At Skinners' we identify the needs of pupils by considering the whole child not just the special educational needs of the child/young person.

The following may impact on the progress and attainment of pupils, but do not automatically lead to identification of a special educational need:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

#### **5. Skinners' Academy's Approach to SEN Support**

Where a pupil is identified as having SEN, to enable the pupil to participate, learn and make progress the Academy will take action to:

- remove barriers to learning
- put effective special educational provision in place.

SEN support should arise from a four-part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

The four stages of the cycle are: • Assess • Plan • Do • Review.

The graduated approach starts at whole-Academy level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, where a potential special educational need has been identified, this cyclical process becomes increasingly personalised:

- Individualised assessment leads to a growing understanding of the barriers to and gaps in the pupil's learning.
- Continual reflection on approaches to meeting the pupil's needs leads to a growing understanding of strategies that enable the pupil to make good progress and achieve good outcomes. In this spiral of support, the graduated approach draws on more personalised approaches, more frequent review and more specialist expertise in successive cycles in order to tailor interventions to meet the particular needs of children and young people.

## **a. Managing Pupils on the SEN register**

At Skinners' Academy, the identification of Special Educational Needs will take into account the views of the Head of Year (and other members of the pastoral team), subject teachers, parents, the pupil and the advice of appropriate professionals.

Pupil's needs will be identified as possible through:

1. The analysis of assessment and tracking data
2. Classroom-based assessment and monitoring
3. Concerns raised by parents, or the pupil themselves
4. Standardised screening or assessment tools
5. Information from previous schools
6. Information from other agencies, services or professionals (e.g. Educational Psychology Service, Speech and Language Therapists)
7. We recognise that for some pupils, their SEND will only become evident as they develop; therefore we are alert to emerging difficulties and recognise the importance of responding quickly. We recognise that while slow progress and low attainment do not necessarily mean that a child has SEN, they may be indicators of a range of learning difficulties or disabilities. Equally, we do not assume that attainment in line with chronological age means that there is no learning difficulty or disability. We know that some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

The list of pupils with SEND is reviewed termly by the Multi-Disciplinary team based on the information gathered by the SENCO from within the Academy about the pupil's progress, alongside national data and expectations of progress together with other information about the pupil's needs which are not necessarily SEND, but may influence the actions to be taken.

The SEN department carries out additional assessments as appropriate. For higher levels of need the Academy is also able to draw on more specialised assessments from external agencies and professionals such as Speech and Language Therapists (SLTs) and Education Psychologists. The SENCO meets with the pupil and their parents so all can develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. We also inform parents and pupils about the local authority's Information, Advice and Support Service. We will formally inform parents if we decide to provide a pupil with SEN support. The SENCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour.

## **b. Provision for pupils with SEND**

### **Curriculum and teaching**

"Special educational provision is educational or training provision that is additional to or different from" that made generally for others of the same age. This means provision that

goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching” *SEN Code of Practice (2015)*

- The Academy’s Teaching and Learning Policy gives full details of the expectations for classroom teaching at Skinners’ and emphasizes the importance of high expectations, challenge and differentiation. These will continue to set expectations in the training and performance management of teaching staff.
- Teachers’ planning for lessons is based around the prior attainment of individuals and groups within the class – this includes individual pupils with SEND. The link to the list of pupils with SEND is sent at least termly to every member of teaching staff. Pupils who do not meet the threshold for SEN Support, but who we feel may require monitoring and additional guidance within their lessons, also appear on this list.
- Information about each pupil with Special Educational Needs is contained on the Academy’s management system, known as a Pupil Profile. This contains details of their condition or needs; lists the potential barriers to progress and then how these are to be overcome in the classroom environment and around the Academy.
- Pupils with SEN may have objectives set for them within lessons that are ‘additional to’ or ‘different from’ those normally provided as part of the differentiated curriculum offer and strategies (SEN Code of Practice, 2015). In practice, this may mean that teachers may anticipate and encourage different outcomes from pupils who are working with the same lesson content. Some pupils may also have access to different resources (e.g. extension or support).
- We use setting extensively at Skinner’s to ensure that lessons are tailored to the abilities of pupils. Furthermore, within many lessons seating plans will be used and groups carefully selected to enhance the progress of individual pupils. This may, for example, allow a pupil to play a specific role within group work.
- Interventions may include: assistive technology, specialist tuition, note takers and / or readers, in – class support provided by a Teaching or Learning Assistant and one-to-one and small group learning support access to therapies (for example, speech and language therapy). Subject teachers will remain responsible for working with the pupil on a daily basis. Subject teachers will 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 will support the class or 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.

### **c. Nurture Provision**

The Nurture Classes at the Academy offer a focused intervention that targets the pupils who are at risk of not being able to fully access the Key Stage 3 curriculum. The pupils spend most of their curriculum time in the Nurture provision (over 50%) and attend mainstream lessons for creative subjects and ICT. The aim is to transition the pupils into mainstream KS3 classes by ensuring they achieve a secure level 3 in both English and Mathematics, therefore literacy and numeracy are a priority.

#### **d. Academic Pupil Support**

Some pupils meet regularly with a member of staff to review academic progress. These Pupil Mentoring meetings will be used to provide additional guidance to teaching staff on the curriculum and teaching methods.

#### **e. Outside Specialists**

If we continue to have concerns about a pupil's progress, we may involve outside specialists. We work regularly with specialists from:

- Speech and Language Therapists
- Educational Psychologists
- Specialist Teachers
- Child and Adolescent Mental Health Services [CAMHS]

#### **f. Review of Provision**

The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed at least termly. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This feeds back into the analysis of the pupil's needs and support which are revised in light of the pupil's progress and development; any changes to the support and outcomes are made in consultation with the parent and pupil.

Where a pupil has an EHC plan, the local authority reviews that plan as a minimum every twelve months. The Academy co-operates with the local authority (LA) in the review process.

#### **g. Requesting an Education, Health, Care needs assessment**

In a few cases where, despite the support given to the pupil, expected progress has not been made, the Academy will consider requesting an Education, Health and Care needs assessment. Where a request is made to the LA, the pupil will have demonstrated significant cause for concern. The Academy provides detailed written evidence to the LA; the LA must decide within six weeks whether to carry out such an assessment and must inform the parents of their decision.

#### **h. Annual Review of a Statement or EHC Plan of Special Educational Needs**

All statements or EHC Plans are reviewed at least annually with the parents, the pupil, the LA and the Academy to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement or EHC Plan. The annual review will focus on what the pupil has achieved as well as on difficulties that need to be resolved.

#### **i. Criteria for Exiting the SEN register**

At termly Multi-Disciplinary Meetings the progress of pupils on the SEN register is reviewed and where pupils have made adequate progress, a pupil may exit from the SEN register.

Adequate progress can be defined as:

- matches or betters the pupil's previous rate of progress

- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the pupil's behaviour
- is likely to lead to appropriate accreditation and participation in further education, training and/or employment

Parents and pupils are consulted once a decision to exit a pupil from the SEN register is made and the reason for exit discussed. The parent and pupil viewpoint is a key factor in the decision making process.

## **6. Supporting Pupils and Families**

The Academy aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting pupils and their parents giving parents and carers opportunities to play an active and valued role in their child's education
- Providing a key person to pupils with a high profile of need, who is the first point of contact for parents and a support to them
- Making parents and carers feel welcome
- Encouraging parents and carers to inform the Academy of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the Academy will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the Academy can help their child
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the planning and reviewing and monitoring progress against these targets
- Keeping parents and carers informed and giving support during assessment and any related decision-making process
- Making parents and carers aware of the Parent Partnership services
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language
- Offering a SEND parents' group for parents to join

Hackney Learning Trust's Local Offer can be found in the Appendix together with the Academy's SEN Information Report.

## **7. Admission Arrangements for pupils with Special Educational Needs and Disabilities**

The Academy's Admission Policy determines the admission of pupils to the Academy. In accordance with the Code of Practice on School Admissions, pupils are treated equally in the Admissions Procedures. Skinners' Academy will not refuse to admit a pupil with SEND unless this interferes with the provision of efficient education of other pupils. Other pupils' are those pupils with whom the pupil with SEND will come into direct contact with on a regular basis. In line with the Equalities Act 2010, we will take all reasonable steps to provide effective educational provision.

## **8. Access arrangements for exams**

Access Arrangements are non-standard arrangements approved before the examinations take place to enable candidates with SEND or temporary injuries to access assessments. The Equality Act 2010 requires awarding bodies to make reasonable adjustments where a candidate would be at a substantial disadvantage in comparison to someone who is not disabled. Concessions may include an extra time allowance, rest breaks, a prompter, specially prepared papers (owing perhaps to visual impairment), a word processor or scribe. Applications for Access Arrangements **must be supported by compelling evidence of need** together with a proven history of such arrangements being a candidate's normal way of working.

### **a. Extra time for learning difficulties**

A pupil must have an up-to-date assessment carried out no earlier than Year 9 by a specialist assessor approved by the Academy confirming a learning difficulty. In order to maintain the credibility of GCSE and GCE qualifications, the JCQ [Joint Council for Qualifications] defines the parameters as to what constitutes a 'substantial disadvantage'. To this end they have defined eligibility for up to 25% extra time as follows:

The special assessor's report must confirm that the pupil has:

- At least one 'below average' standardised score of 84 or less relating to speed of processing which has a **substantial** adverse effect on speed of working.
- In exceptional cases, up to 25% extra time may be awarded to pupils where the assessment confirms that the candidate has at least two 'low average' standardised scores between 85 and 89 relating to processing speed.
- In very rare and exceptional cases, pupils with a cluster of scores within the 'average' range of 90 to 94 may be considered if the awarding body deems there is sufficient compelling evidence for eligibility.

In all cases, supplementary compelling evidence will be required for inspection by the awarding bodies.

A recommendation from an Educational Psychologist alone does not guarantee eligibility for extra time. In the past, a large disparity between Verbal and Performance IQ could be used as an indicator for eligibility for extra time. This is no longer the case. Pupils must meet the

above criteria before applications can be made to the awarding bodies. Furthermore, the JCQ has also advised that where a pupil has been awarded extra time for his or her GCSEs, there is not an automatic right for eligibility to continue to GCE. New applications for GCE examinations must be made to the awarding bodies and standardised scores must meet the above criteria in order to be approved. This will mean that some pupils who were awarded extra time in Year 11 may not now qualify for extra time in the Sixth Form.

It is not normally appropriate to grant more than 25% extra time in examinations. In exceptional cases, the awarding bodies may allow additional time where speed of processing is **substantially below average i.e. a score of 69 or less** may be considered, or where a candidate has multi-sensory impairment that **substantially** hinders speed of processing. In such circumstances, an up to date assessment will be required immediately before GCSE examinations and GCE examinations.

**b. Post 16 assessment**

Where Sixth Form students have been granted extra time, we recommend they have a **post age 16** assessment carried out towards the end of the Y12. Universities will ask for a post 16 assessment and it is useful to have this in place by the time students start their application process via UCAS.

**c. Extra time for medical reasons**

A pupil may be eligible for extra time for a medical condition, physical disability, psychological condition or sensory impairment which has a **substantial** adverse effect on speed of processing. Applications may be made where appropriate, current and compelling medical evidence is available.

**d. Bi-lingual dictionaries**

Where certain criteria are met, bi-lingual translation dictionaries may be used in examinations by candidates whose first language is not English. This concession will only apply to certain examinations and will be subject to evidence of need. Where a candidate has been in the UK less than two years at the time of exams and where he/she has not been educated at an English-speaking school, up to 25% extra time may be awarded where a bi-lingual dictionary is used [word for word translation only].

**e. Use of a Word Processor**

Where candidates have specific problems with handwriting due to dyslexia, dysgraphia or a similar condition as identified and confirmed by an educational psychologist, specialist teacher or medical practitioner, they may apply to use a word processor in examinations **providing it is the candidate's normal way of working and it reflects their specific needs.**

#### **f. Emergency Arrangements**

In the event that your son or daughter is ill or has an injury at the time of their examinations, it may be possible to apply for emergency access arrangements.

**Please contact the Examinations Officer directly if you wish to seek clarification of the examination boards' requirements or to discuss individual circumstances.**

#### **g. Special Consideration**

Special Consideration may be given **following** an examination in respect of an illness, accident or bereavement 'to ensure that candidates who suffer temporary illness, injury or indisposition **at the time of the examination** are given some compensation for their difficulties'. Applications must be made to the Examinations Officer **immediately** following the examination paper(s) affected, so prompt action in the production of supporting documentation (usually a doctor's letter) is necessary. The pupil and/or his or her parents **must** initiate the process and **provide medical evidence within two working days of the examination/s affected.**

### **9. Transition**

#### **a. Mid-year admission**

If a pupil joins the Academy during the school year, we invite the pupil and their family to an admission meeting with an appropriate member such as the SENCO, Head of Year or Head of EAL. The pupil will be assessed by our SENCO, to ensure that the Academy is aware of any specific needs the pupil may have.

#### **b. Support from Key Stage 2 (Years 3 - 6 in Primary School) to Key Stage 3 (Years 7-8)**

Our Head of Student Services organises pastoral visits to all of the feeder primary schools during the summer term to meet with the pupils to answer any questions and help them feel more at ease with the transition process.

If a pupil has a statement/EHC Plan or SEND support at primary school, there will be a transition programme to ensure that the pupil needs are met as soon as they start in Year 7. When pupils join in Year 7, they are assessed during the first half term and these assessments together with information from the primary school and any available teacher assessments and observations to ensure:

- The most appropriate support for the pupil
- The most appropriate groupings
- Participation in appropriate small group support

#### **c. Support from Key Stage 3 (years 7 - 8) to Key Stage 4 (Years 9 - 11)**

During the spring term of Year 8, the Academy holds an options evening where parents are invited into the Academy to discuss the various options on offer for their children.

The Academy dedicates one of the PSHCE Drop Down days to offer various workshops and advice to pupils on options available to them. Pupils will have support from their Head of Year and Advisor together with set appointments during the Academy day with senior leaders to discuss their options and career choices.

If a pupil has a Statement of SEN or an EHC Plan, the Annual Review in Year 9 is a Transition Review, where options for after Year 11 are considered, and decisions made about courses of study in Years 10 and 11. A careers advisor will be present at the Year 9 Transition Review.

In regular parental consultation meetings for pupils with SEND, pupils and parents are able to consider their choices and preferences for courses of study at Key Stage 4, as well as starting to think about choices after Year 11.

#### **d. Transition to adulthood, Post 16**

The Academy works closely with Prospects (careers agency) to ensure pupils with a statement/EHC Plan or disability have a Transition Plan in place. The main aim of the plan is to focus on raising aspirations, ensuring a wide range of options for pupils with SEN and supporting them in going on to achieve the best possible outcomes in further education or employment.

During the post 16 transition meetings pupils are supported to develop their understanding of the range of post-16 options that may be available to pupils who choose to leave Skinners' Academy at the end of Year 11. Pupils are given every opportunity to make informed decisions about the next stage in their education or their introduction to training or employment.

#### **e. Transferring to a New School**

The Academy liaises closely with staff at the new school and provides them with all the necessary information about the pupil, including pupil files, so that appropriate arrangements can be made to make the transition from one school to another as smooth as possible for the pupil.

### **10. Supporting Pupils with Medical Conditions**

Skinners' Academy recognises that pupils at the Academy with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children/young people with medical conditions may be disabled and where this is the case the Academy will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Academy policy on Supporting Pupils with Medical Conditions can be found via the Academy website.

## **11. Monitoring and Evaluation of SEND**

The following are methods employed by Skinners' to monitor and evaluate the provision in place for pupils with SEND:

- The primary method of evaluation of SEND provision is in the close tracking of individual pupils' attainment.
- Teaching for pupils with SEND is evaluated via formal lesson observation and also senior/middle and peer lesson
- Drop in and work sampling.
- Progress of pupil mentoring meetings is recorded by staff. Pupils will have the opportunity to review where they are doing more/less well.
- Monitoring formal targets set as part of e.g. meetings with parents or reports
- Regular meetings between SENCO and SEN Governor ensure Academy procedures are closely scrutinised.
- Members of staff will continue to be given the opportunity to feedback on the Academy's approach to SEN following training sessions.

### **a. Complaints**

If a parent/carer has a concern or complaint regarding SEND at Skinners' Academy, the following procedures should be followed:

- Initially discuss the concern with the class teacher and/or the SENDCo
- If this proves unsuccessful, the matter should be discussed with a member of SLT or the Principal
- Should the matter still be unresolved the parents /carers should detail their concern in writing to the governor responsible for SEND.

Complaints made formally will be addressed in accordance with the Complaints Procedures.

## **12. Training and Resources**

All teaching staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

Training in meeting the needs of pupils with SEND is part of the Academy's annual programme of staff meetings. Training requirements are determined via lesson observation, teacher feedback, and the changing needs of pupils in the Academy.

The Academy's SENCO regularly attend the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND. National updates are maintained through the Department of Education bulletins and SSAT and NASEN membership.

### 13. Roles and Responsibilities

| Role                                      | Academy Lead                  |
|---|-------------------------------|
| SEND Governor                             | Lucy Lee                      |
| Designated Safeguarding Lead              | Zehra Jaffer                  |
| SENCo                                     | Susanna Janner                |
| Deputy SENCo                              | Jenny Cotgrave                |
| Pupil Premium Lead                        | Emma Hobbs                    |
| Medical Needs of Pupils Lead              | Cathy Carroll (Academy nurse) |
| Head of English as an Additional Language | Joanna Jargot                 |

#### a. Governing Body and SEN Governor

The Governing Body is responsible for ensuring high quality policy and provision for pupils with Special Educational Needs. The SEN Governor meets the SENCO on a termly basis to support the evaluation of SEN provision in the school.

#### b. Principal and Senior Leadership Team

Responsibility for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn lies with the Head and the Senior Leadership Team. The Line Manager for SEND is the Senior Vice Principal and ensures that SEND matters are discussed regularly at SLT meetings.

#### c. SENCO

The Academy's SENCO has overall responsibility for pupils with Special Educational Needs and Disabilities (as defined in the 2015 SEN Code of Practice), including identification and coordination of provision. The SENCO liaises with, advises and manages training for teaching staff relating to pupils with SEND and their needs, ensuring that individual plans written for pupils are put into practice. The SENCO is responsible for annual reviews and other key meetings about pupils with SEN. The SENCO manages referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan (EHC Plan) when it is suspected that a pupil may have SEND which will require significant support. The SENCO is responsible for the evaluation of the impact and effectiveness of all additional interventions for pupils with SEND. The SENCO is responsible for liaising with other agencies and professions when necessary to support a pupil with SEND.

#### d. Heads of Year

At Skinners' Academy, the relevant Head of Year is normally the first point of contact for a parent wishing to discuss any concerns relating to their child. They have overall responsibility for monitoring the academic progress and wellbeing of pupils. They also liaise with teachers and other staff (including the SENCO) about any interventions that may be required. Occasionally, the Head of Year may recommend direct contact with the advisor, who has day-to-day contact with pupils.

#### **e. Subject teachers**

The role of the subject teacher is to monitor the progress of each pupil and liaise proactively with the Head of Department/Head of Year and/or SENCO about the additional needs of particular pupils. Lesson planning by subject teachers must take account of the individual needs of pupils with SEND and demonstrate high expectations and sensitivity towards these pupils ensuring there is adequate opportunity for SEND pupils to working on agreed targets which are genuinely additional to or different from those normally provided as part of the differentiated curriculum offer and strategies". (*SEN Code of Practice 2015*)

#### **f. Designated Safeguarding Lead (DSL)**

The DSL is a vital point of contact whenever there is any concern about the welfare of a child.

### **14. Storing and Managing Information**

SEND documentation about individual pupils is stored very securely both on paper and in electronic form in accordance with the Academy's Data Protection Policy.

### **15. Reviewing the SEND Policy**

The SEND Policy is reviewed annually taking into account the views of key stakeholders of the Academy and good practice expert guidance, as well as the procedures set out in legislation.

### **16. Accessibility**

The definition of disability under the law is a wide one. A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

We are aware that not every disabled pupil has special educational needs, and that not all pupils with SEN are disabled. We are pro-active at making "Reasonable Adjustments" for disabled pupils to ensure that they have full and equal access to the building and the wide and varied curriculum.

We consider all users, including staff, governors, visitors and others who use the Academy and remove barriers that might deny anyone access to our Academy/services:

- The layout of our Academy building is simple, spacious, attractive, accessible and clearly signposted.
- Pupils with a physical disability have the option of using a lift to help them move around the school and access all classroom and areas with minimum disruption to their learning.
- Our programme of extra-curricular activities is accessible for all pupils.
- Most equipment used in classrooms is accessible to all pupils regardless of their needs, and we provide adaptive technology or other equipment for those who need it to access the curriculum.

If a disabled pupil wishes to attend Skinners' Academy we will always do our utmost to make the adjustments to the building, curriculum and resources needed.

See Accessibility Policy for further information.

## 17. Safeguarding pupils with SEND

**Skidders' Academy** is committed to promoting the safety and mental/physical well-being of all young people. We seek to ensure that all pupils feel safe and are safe at all times, as we understand that emotional and social aspects of learning create a foundation for all academic learning. If a young person has not been supported to understand, express and resolve their feelings, they may not have the ability to share with other children, resolve the small conflicts that arise in day-to-day classroom life, or concentrate on learning. Their frustrations may cause a range of antisocial, disruptive, overly compliant or withdrawn behaviours.

### *Skidders' Academy Child Protection Policy 2015*

The *Working Together to Safeguard Children* (2015) guidance promotes agencies to provide training for staff and early support and intervention for children and families. The groups considered at greater risk include children who:

- are disabled and have specific additional needs;
- have special educational needs;
- are a young carer;
- are showing signs of engaging in anti-social or criminal behaviour;
- are in a family circumstance which presents challenges for the child, such as substance abuse, adult mental health problems and domestic violence;
- have returned home to their family from care; and/or
- are showing early signs of abuse and/or neglect.

Whilst it is difficult to gauge how the inter-relationships between the factors above increase risk further, the greater the number of stressors, the higher the risk of harm. The Academy seeks to adopt a rigorous monitoring process for the most vulnerable of pupils. The Designated Safeguarding Lead (Senior Vice Principal) chairs the Multi-Disciplinary Team consisting of key pastoral leaders including the SENCO and aims to ensure effective partnership between the SENCO, designated safeguarding officers and pastoral leaders to enable the identification of children and siblings with the highest risks on intake to the Academy and over subsequent terms. By linking the information on the Academy's SEN register, those with poor attendance, pupils who are looked-after, pupils with multiple exclusions and those who score highly on other risk factors such as socio-economic and parents/carers with on-going health concerns, resources can be effectively focussed. Our most vulnerable families struggling with these risk factors can appear distrustful of support and can be difficult to engage. Early identification offers a period of time to build safe, positive relationships which can prepare the way for coping during more difficult times, when links with staff can become strained.

The Academy recognises young people with disabilities and SEN have an increased vulnerability to abusive situations because they may need personal care and may have cognitive impairments that prevent an understanding of appropriate adult behaviour. A lack of effective communication skills to share concerns and a reliance on adults can also be important factors. Safeguarding children and young people with SEND requires the Academy to be understanding and responsive to the needs of the pupils to ensure those most vulnerable are free from all forms of exploitation and abuse including on-line cyber threats.

## Appendices

1. The Skinners' Academy Information Report is accessible via the Academy website. See SEND pages at <http://www.skinnersacademy.org.uk/student-parent-zone/send/>
2. The Hackney Learning Trust Local Offer is accessible via the Hackney Learning Trust website. See [www.learningtrust.co.uk](http://www.learningtrust.co.uk)
3. Contact details of support services for the parents of pupils with special educational needs.

### Links with other Services:

Head of Inclusion Team (Hackney Learning Trust)  
Lizzie Yauner  
0208 820 7613

Medical Needs Team Leader (Hackney Learning Trust)  
Sue Davies  
0208 820 7630

Laura Khedoo (PCT)  
School Nurse  
020 7683 5137

Visual Impairment Unit (Hackney Learning Trust)  
Melanie Norton 0208 820 7218

Educational Psychologist (Hackney Learning Trust)  
Su Batuwitige  
0208 820 7518

Speech and Language Therapists (Hackney Learning Trust)  
Charlotte Moore  
0208 820 7619

Dawn Wrench (Hackney Learning Trust)  
Specialist Teacher of Deaf and Partially Hearing Children  
0208 820 7202

BOT (Behaviour Outreach team (Hackney Learning Trust)  
Sharon Cole 0208 820 7134

Hazel May Joseph (Hackney Learning Trust)  
0208 820 7379

Travellers Unit (Hackney Learning Trust)  
Sean Glancy - Advisory Teacher for Travellers  
0208 820 7134 –not available on Thursdays

Off Centre (Charity Organisation)  
25-27 Hackney Grove E8 3NR  
0208 986 4016

Child and Family Consultation Service (CFCS) (NHS East London Foundation Trust)  
15 Homerton Road E9 6ED  
0208 986 7351

Robert Raby (Hackney Learning Trust)  
Family Intervention Worker The Learning Trust  
020 8820 7449

Lizzie Ngotta (Hackney Learning Trust) Specialist teacher for children with health needs  
020 8820 7612  
Kaye Garrett (SEN Case Manager) (Hackney Learning Trust)  
0208 820 7589

Parent Partnership Service:  
[www.parentpartnership.org.uk](http://www.parentpartnership.org.uk)  
01604 636 111

Virtual School for Looked After Students:  
020 8820 7227

Hackney Independent Forum for Parents/Carers of Children with Disabilities:  
[hiphackney.org.uk](http://hiphackney.org.uk)  
07985 739 851