

Special Educational Needs and Disabilities **(SEND) Policy**

Special Educational Needs Co-ordinator- Helen Deighton hdeighton@chapeltownacademy.com

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) 3.65 and has been written with reference to the following guidance and documents and in consultation with parents of children with Special Educational Needs: Equality Act 2010; SEND Code of Practice 0-25 (2015); Schools SEN Information Report Regulations (2014); Children and Families Act 2014; Mental Capacity Act 2005; Safeguarding Policy; Accessibility Plan

Chapelton Academy is continually striving to provide a balanced and comprehensive education for all students in our community. It is our belief that all young people have an entitlement to a full curriculum regardless of any special educational need or disability.

It is essential that we create an environment in which all young people feel safe and fulfil their potential. At Chapelton Academy this is very much at the forefront of our practice and will continue to be so.

Intent

This policy is designed to assist Chapelton Academy in ensuring it is fully supportive of all its students with SEND so that they achieve as highly as possible and have the necessary skills to meet the requirements of FE/employment/training. Support needs to be measured in terms of the outcomes for students as opposed to just the number of hours of support given.

This policy sets out the general process for supporting students and refers to how external agencies may be used to assist them.

We have a moral and statutory requirement to ensure that all learners, regardless of their age, gender, ethnicity, impairment, background and attainment have an equal chance of a broad and balanced curriculum which eliminates prejudice and discrimination. We are committed to providing a fully inclusive learning environment.

All young people are entitled to an education that enables them to make progress so that they:

- achieve their best;

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

Implementation

1. To comply with the SEND Code of Practice, incorporated within the Children and Families Act 2014. Under the guidance of the Senior Leadership Team the Special Educational Needs Co-ordinator is committed to ensuring that the directives of the legislation are adhered to.
2. To ensure that all students with SEND are supported through quality first teaching and targeted intervention is provided when identified and required.
3. To make every teacher a teacher of students with special needs by equipping them with the necessary skills and training to support all students. All newly qualified teachers undergo training with the SENDCO.
4. To provide support and advice for all staff working with students with SEND.
5. To continually monitor the progress of all students and identify any needs as they arise.
6. To ensure that parents/carers are fully informed and participate in the decisions made around their child's support.
7. To ensure that decisions are student centred and they have an active role in the process of supporting their learning.
8. To have regular reviews with all students on the SEND register.
9. The Academy's buildings will be compliant with the DDA and will be as accessible as possible for students with SEND.

Identification

Special Educational Needs

At Chapelton Academy we use the definition for Special Educational Needs and Disabilities as stated in the SEND Code of Practice (2015).

A student has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (Page 94 of the SEND Code of Practice 0-25 years 2015)

There are four broad categories of SEND:

- communication and interaction
- cognition and learning
- social, emotional and mental health • physical and sensory.

Individuals often have needs that cut across all of these areas and their needs may change over time.

Disability

A disability is described in law (the Equality Act 2010) as ‘a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

Impact

Monitoring and Evaluation and Roles and Responsibilities

The Headteacher is responsible for ensuring that the SENDCO fulfils the remit of the role, which includes:

- Overseeing the day to day operation of the SEND policy.
- Planning, monitoring and reviewing student progress
- Supporting and training of teachers with classroom techniques and strategies.
- Liaising with parents/carers of students with SEND.
- Liaising with other schools regarding the transition of students.
- Co-ordinating and preparing documentation for statutory assessment.
- Liaising with outside agencies to support students with SEND.
- Planning and organising provision for students with SEND.
- Holding annual reviews and regular reviews with students and parents/carers.

Complaints and appeals

At Chapeltown Academy we believe that students make the most progress where home and education are working together; we hope that there will be good communication between us and that any difficulties can be resolved quickly.

If there are any problems or concerns we would ask parents initially to contact the Special Educational Needs Co-ordinator in order that the problem can be investigated and hopefully resolved.

If this initial approach proved unsuccessful parents should bring the matter to the attention of the Headteacher.

In the case of a complaint that is unresolved, parents may wish to ask the governors to investigate and should approach the governor with the special interest in SEND. They would also be able to advise on further procedures and can be contacted via school.



Signed by Jo Nixon

Date 14/12/2020

Updated and Agreed by LGB: 14/12/2020

Person Responsible	Jo Nixon
Reviewed by	
Last Reviewed	
Adopted by LGB	
Next Review	December 2022