

Ormiston Academies Trust

## Ormiston Sheffield Community Academy Special Education Needs and Disabilities (SEND) Policy

### Policy version control

Policy type	Statutory
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Approved by	Paula Arrowsmith, November 18 for OAT Darren Foreman April 2019 for Sheffield
Date of Trustees' approval	March 2019
Release date	March 2019
Next release date	March 2020
Description of changes to Statutory Policy	Page 15 - Wave 4 added

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## 1. Introduction

This procedure has been adopted by the Governing Body of Ormiston Sheffield Community Academy on insert date.

**Equality and Diversity:** All policies are intended to ensure that no-one is treated in any way less favourably on the grounds of race, colour, national or ethnic or social origin, race, disability, gender, sexual orientation, gender reassignment, marriage and civil partnership, pregnancy and maternity, age, religion / belief or political / other personal beliefs.

This policy outlines the framework for Ormiston Sheffield Community Academy to meet its duty and obligation to provide a high quality education to all of its students, including students with special educational needs and disabilities (SEND), and to do everything it can to meet the needs of students with SEND.

Through successful implementation of this policy, the academy aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between students with SEND and students without SEND.

Ormiston Sheffield Community Academy will work with the LA within the following principles which underpin this policy:

- The involvement of children, parents/carers and young people in decision-making
- The identification of children's and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents/carers over their support
- Successful preparation for adulthood, including independent living and employment

## 2. Legal framework

This policy has due regard to legislation, including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986

This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting students at academy with medical conditions'
- DfE (2016) 'Keeping children safe in education'
- DfE (2015) 'Working together to safeguard children'
- DfE (2014) 'Academy admissions code'

## 3. Policy aims and principles

- 3.1. This policy outlines the framework for the academy to meet its duties and obligations to provide a high quality education to all of its students including students with special educational needs and / or disabilities.
- 3.2. The range and degree of learning difficulties, behavioural problems, physical or sensory disabilities that might be found in a typical class can be considerable, and it is recognised that this situation exists at (insert academy name)
- 3.3. The aims and objectives of the SEND Policy relate directly to those of the academy, and are also based on the values derived from and are guided by the requirements of the various Acts of Parliament and guidance published pertaining to SEND and the 2015 Code of Practice.
- 3.4. The Code of Practice (2015) states:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her”.

- 3.5. A child of compulsory academy age or a young person has a learning difficulty or disability if he or she:
  - Has significantly greater difficulty in learning than the majority of others of the same age;
  - 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 academies or mainstream post-16 institutions.
- 3.6. A special educational provision is provision that is different from or additional to that normally available to students or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at academy or to study at college.

## 4. Terminology

- 4.1. The term 'parents' is employed throughout this policy and elsewhere to refer to any parent, guardian or other responsible adult in 'loco parentis'.

## 5. Aims

- 5.1. The aims of Ormiston Sheffield Community Academy are:
- 5.2. To endeavour to provide exceptional intervention to meet the needs of any student who holds a statement of Special Educational Needs (SEN) or Education Health and Care Plan (EHCP), in collaboration with colleagues, other professionals, the young person and the parents
- 5.3. To review Provision Maps of students with a Statement of SEN or an EHCP ensuring that both student and parent views are involved in the target setting and review process.
- 5.4. Delivery of SEN provision will remain the responsibility of the Teacher, and Special Education Needs Co-ordinator (SENCO). Provision Maps and targets will be monitored by the SENCO, to ensure interventions are being carried out.
- 5.5. To review termly provision for students with 'SEN Support'.
- 5.6. Wherever possible, to ensure full entitlement and access for SEND students to high quality education within a broad, balanced and relevant curriculum.
- 5.7. To educate students with SEND alongside their peers within the normal curriculum of the Academy after giving due consideration to the necessity to meet individual needs.
- 5.8. To stimulate and/or maintain student curiosity, interest and enjoyment in their education.
- 5.9. To enable SEND students to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives. The curriculum must be suitable to promote intellectual, emotional, social and physical development in order that students can develop as valuable members of society both now and in the future by encouraging social skills such as politeness, initiative, independence and safety awareness.
- 5.10. To identify and assess students with SEND as early and thoroughly as possible and necessary, through a programme of rigorous testing, this will include reading and comprehension skills and mathematical reasoning.
- 5.11. To provide concise SEND information via one page profiles, which will be updated and reviewed on a regular basis and made accessible to staff.
- 5.12. To disseminate good practice through the electronic SEND folder, which contains detailed information about specific needs and ways of meeting those needs in the classroom, this will also include specific training for new staff within the academy.
- 5.13. To fully involve parents and students in the identification, assessment and delivery of SEND and to strive for close cooperation between all agencies concerned and for a multi-disciplinary approach to the resolution of pertinent issues. When considering the attainment of the child, age and levels of understanding will be considered.
- 5.14. To meet the needs of all students who have SEND by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.
- 5.15. To support and advise teaching staff of their responsibilities towards SEND students.
- 5.16. To implement a programme of Continued Professional Development (CPD) for teaching and support staff.

## 6. Roles and responsibilities

### 6.1. Key personnel

Name/Title		Mr D Foreman-Vice Principal
Contact details	Email	d.foreman@scacademy.co.uk
	Telephone	(01922) 685777
Name/Title		Mrs B Jawandha
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	Telephone	(01922) 685777

### 6.2. The Governing Body has responsibility to ensure the academy:

- 6.2.1. Fully engage parents and / or young people with SEN when drawing up policies that affect them
- 6.2.2. Identify, assess and make SEN provision for all children and young people with SEN, whether or not they have a statement of SEN or an EHCP
- 6.2.3. Use their best endeavours to secure the special educational provision called for by a child or young person's SEN
- 6.2.4. Designate an appropriate member of staff (the SEN coordinator or SENCO) as having responsibility for coordinating provision for students with SEN

- 6.2.5. Appoint a designated teacher for Looked After Children (LAC) where appropriate
- 6.2.6. Make reasonable adjustments for students with disabilities to help alleviate any substantial disadvantage they experience because of their disability
- 6.2.7. Take necessary steps to ensure that students with disabilities are not discriminated against, harassed or victimised
- 6.2.8. Publish a SEN information report on an annual basis.
- 6.2.9. Publish annual information on the academy's SEN policy, setting out the measures and facilities to assist access for students with disabilities
- 6.2.10. Publish annual information about the arrangements for the admission of students with disabilities, the steps taken to prevent children with being treated less favourably than others, the facilities provided to assist students with disabilities, and the academy's accessibility plan
- 6.2.11. Publish accessibility plans setting out how they plan to increase access for students with disabilities to the curriculum, the physical environment and to information, reviewable every three years
- 6.2.12. Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and students through a single point of access
- 6.2.13. Provide suitable, full-time education from the 6th day of an exclusion of a student with SEN, in line with their statement of SEN or EHCP
- 6.2.14. Ensure arrangements are in place to support students at academy with medical conditions.
- 6.2.15. Cooperate with the LA in drawing up and reviewing the Local Offer.
- 6.2.16. Prepare the SEND information report and publish it on the website. See Appendix 1 for what must be included in the report and published on the academy website.

6.3. The Principal has a responsibility to:

- 6.3.1. Ensure that those teaching or working with the student are aware of their needs, and have arrangements in place to meet them
- 6.3.2. Ensure that teachers monitor and review the student's progress during the course of the academic year
- 6.3.3. Cooperate with local authorities during annual EHC plan reviews
- 6.3.4. Ensure that the SENCO has sufficient time and resources to carry out their functions
- 6.3.5. Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the Academy
- 6.3.6. Appoint a designated teacher for looked after children, who will work closely with the SENCO to ensure that the needs of the student are fully understood by relevant academy staff
- 6.3.7. Regularly and carefully review the quality of teaching for students / students at risk of underachievement, as a core part of the academy's performance management arrangements

- 6.3.8. Ensuring that teachers understand the strategies to identify and support vulnerable students and possess knowledge of the SEN most frequently encountered
- 6.3.9. Ensure that procedures and policies for the day-to-day running of the academy do not directly or indirectly discriminate against students with SEND.
- 6.3.10. Take steps to ensure that students and parents/carers are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- 6.3.11. Establish and maintain a culture of high expectations and include young people with SEND in all opportunities available to other students.

6.4. The SENCO must:

- 6.4.1. Be a qualified teacher
- 6.4.2. Attain or be working towards the National Award in Special Educational Needs Coordination within three years of appointment
- 6.4.3. Collaborate with the governing body and principal, as part of the leadership team, to determine the strategic development of SEN policy and provision in the Academy
- 6.4.4. Work with the governors and the principal to ensure that the academy meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- 6.4.5. Undertake day-to-day responsibility for the operation of SEN policy
- 6.4.6. Coordinate the specific provision made to support individual children with SEN, including those who have statements of SEN or EHCPs
- 6.4.7. Liaise with the relevant designated teacher where a LAC has SEN
- 6.4.8. Advise on a graduated approach to providing SEN support
- 6.4.9. Advise on the deployment of the academy's delegated budget and other resources to meet students' needs effectively
- 6.4.10. Liaise with the parents of students with SEN
- 6.4.11. Liaise with early years' providers, other academies / academies, educational psychologists, health and social care professionals, and independent or voluntary bodies
- 6.4.12. Be a key point of contact with external agencies
- 6.4.13. Liaise with the potential future providers of education to ensure that the student and their parents are informed about options and a smooth transition is planned
- 6.4.14. Draw up a one-page profile of the child or young person with SEN
- 6.4.15. Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEN charities
- 6.4.16. Be familiar with the provision in the local offer and be able to work with professionals providing a support role to the family



- 6.4.17. Ensure, as far as possible, that students with SEN take part in activities of the Academy together with those who do not have SEN, including on forums
- 6.4.18. Ensure that the Academy keeps the records of all students with SEN up-to-date
- 6.4.19. Inform the parents/carers of students with SEND that SEND provision is being made where the student does not have an EHC plan.
- 6.4.20. Identify any patterns in the identification of SEND within the academy and in comparison with national data.
- 6.4.21. Support the class/subject teacher in the further assessment of a student's particular strengths and weaknesses, and advise on effective implementation of support
- 6.4.22. Consult health and social care professionals, students and parents/carers to ensure the needs of children with medical conditions are effectively supported.
- 6.4.23. Keep parents/carers and relevant teachers up-to-date with any changes or concerns involving the student.
- 6.4.24. Identify any patterns in the identification of SEND within the academy and in comparison with national data.

6.5. Class / subject teachers must:

- 6.5.1. Plan and review support for their students with SEN, on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the student themselves
- 6.5.2. Set high expectations for every student and aim to teach them the full curriculum, whatever their prior attainment
- 6.5.3. Use appropriate assessment to set targets which are deliberately ambitious
- 6.5.4. Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every student achieving
- 6.5.5. Be responsible and accountable for the progress and development of the students in their class.
- 6.5.6. Be aware of the needs, outcomes sought, and support provided to any students with SEND they are working with.
- 6.5.7. Keep the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern.

## 7. Involving students and parents/carers in decision-making

- 7.1. Parents/carers of students with SEND are encouraged to share their knowledge of their child; the principal and SENCO will aim to give them the confidence that their views and contributions are valued and will be acted upon.
- 7.2. Parents/carers will always be formally notified when the academy provides their child with SEND support.
- 7.3. Decisions on whether the academy will commission added provisions will be discussed thoroughly with the LA, parents/carers and, when/where appropriate, the student involved.
- 7.4. Decisions about education will not unnecessarily disrupt a student's education or any health treatment underway.
- 7.5. The planning that Ormiston Sheffield Community Academy implements will help parents/carers, children and young people with SEND express their needs, wishes and goals, and will:
- 7.6. Focus on the student as an individual, not their SEND label.
- 7.7. Be easy for children, young people and their parents/carers to understand and use clear, ordinary language and images, rather than professional jargon.
- 7.8. Highlight the student's strengths and capabilities.
- 7.9. Enable the student, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- 7.10. Tailor support to the needs of the individual.
- 7.11. Organise assessments to minimise demands on families.
- 7.12. Bring together relevant professionals to discuss and agree together the overall approach.

## 8. Arrangements for SEND provision

- 8.1. Under the new Code of Practice, there are now 4 distinct categories of SEND, these are:
  - Communication and Interaction (CI)
  - Cognition and Learning (CL)
  - Social, Emotional and Mental Health (SEMH)
  - Sensory and Physical Needs (SPN)
- 8.2. The academy's SEND Coordinator (SENCO) is responsible for the day-to-day operation of the SEND policy. The Vice Principal: Curriculum has overall responsibility for SEND matters.
- 8.3. All teachers are teachers of students with SEND and as such are key to the delivery of differentiated provision for students in their subject areas including cross-curricular Provision Maps where appropriate.
- 8.4. The SENCO co-ordinates the work of Teaching Assistants (TAs). The TAs provide in-class support to individual students or for small groups of students with similar difficulties. All help in the delivery and re-enforcement of any individual learning programmes.

8.5. The nature and extent of intervention and support and the contents of Provision Maps are determined by:

- A statement of SEND
- An EHCP
- Concerns expressed by staff
- Advice from external agencies
- Collaboration with students and parents

8.6. Provision is made for those students with physical disabilities. (insert current accessibility provision at the academy) Every effort is made to ensure the provision of necessary equipment and furniture for those students who require it.

## 9. Admissions

9.1. The academy will ensure it meets its duties under the Academy Admissions Code by:

- 9.1.1. Not refusing admission for a child that has named the academy in their education, health and care (EHC) plan.
- 9.1.2. Considering applications from parents of children who have SEND but do not have an EHC plan.
- 9.1.3. Not refusing admission for a child who has SEND but does not have an EHC plan because the academy does not feel able to cater for those needs.
- 9.1.4. Not refusing admission for a child on the grounds that they do not have an EHC plan.
- 9.1.5. Adopting fair practices and arrangements in accordance with the Academy Admissions Code for the admission of children without an EHC plan.
- 9.1.6. Arrangements for the fair admissions of students with SEND are outlined in the Admissions Policy and will be published on the academy website.

## 10. Allocation of resources

10.1. SEND funding is based on key stage prior attainment of year 7, free academy meals and the Index of Multiple Deprivation. There is also funding for LAC and for Student Premium.

## 11. Identification, assessment and provision

11.1. The Academy uses the following systems for the early identification and assessment of SEND students:

- Liaison visits to feeder academies during the spring and summer terms by the lead SENCO.
- Extra Induction days for SEND students in the summer term.
- Screening of all year students by use of standardised testing twice in the academic year for KS3 students, and on an as required basis for KS4.
- Screening all the late entry students before starting by use of standardised tests and offer additional support with transition.
- Analysis of assessment data from Formative and Summative assessments to inform student's needs.
- Regular relevant testing of Reading ability during the academic year for identified students.

- In all cases, test scores and other information are circulated to all staff at the earliest opportunity to inform lesson planning and differentiation.

11.2. In all cases, test scores and other information are circulated to all staff at the earliest opportunity to inform lesson planning and differentiation.

11.3. Students are categorised by either:

- Statement / Education Health and Care Plan
- SEN support
- No SEND support

11.4. Review of Provision

- Statements of SEND/EHCPs are reviewed annually with staff, parents, student and relevant outside agencies; meetings being convened by the Academy. The annual review in Year 8 and Year 11 is particularly significant preparing for a student's transition Option choices, employment, further education, work-based higher education and adult life.
- The aim of the annual review in Year 8 and 11 and in subsequent years is to review the young person's statement / EHCP and draw up a Transition Plan to Further Education.
- Intervention strategies are reviewed with staff, parents, the student and relevant outside agencies at the end of each cycle.
- Liaising with Year, guidance managers and parents ensures a bespoke package of support for each young person.

11.5. These reviews inform future planning.

## 12. Procedures and processes

12.1. Admissions

12.1.1. The Academy will ensure it meets its duties under the academy's Admissions Code as per section 9.

12.2. Effective planning should help parents, children and young people with SEND express their needs, wishes and goals, and should:

12.2.1 Focus on the child or young person as an individual, not their SEND label

12.2.1. Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon

12.2.2. Highlight the child or young person's strengths and capacities

12.2.3. Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future

12.2.4. Tailor support to the needs of the individual

12.2.5. Organise assessments to minimise demands on families

12.2.6. Bring together relevant professionals to discuss and agree together the overall approach

## 13. Joint commissioning, planning and delivery

- 13.1. The academy will collaborate with the local authority in the exercise of its duty to work together with health and social care providers by identifying improved system outcomes in consultation with students and their parents, taking into account:
- 13.1.1. Identifying improved system outcomes in consultation with students and their parents/carers by:
  - 13.1.2. Taking early steps to prevent discrimination and hardship.
  - 13.1.3. Ensuring early identification/recognition.
  - 13.1.4. Enabling access to services for students and their families.
  - 13.1.5. Establishing how transitions between life stages and settings will be managed, including from early years to primary education, primary to secondary, and secondary to further education (FE).
  - 13.1.6. Establishing how provision and support services will enable students to prepare for their future adult life.
  - 13.1.7. The academy will draw on the wide range of local data-sets about the likely education needs of children and young people with SEND to forecast future need, including:
    - 13.1.8. Population and demographic data.
    - 13.1.9. Prevalence data for different kinds of SEND and disabilities among children and young people at the national level.
    - 13.1.10. Numbers of local children with EHC plans and their main needs.
    - 13.1.11. The numbers and types of settings locally that work with or educate children with SEND.
    - 13.1.12. An analysis of local challenges/sources of health inequalities.

The academy will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for children and young people with SEND.
- Increasing the proportion of children with SEND whose needs are identified prior to academy entry.
- Where students with SEND also have a medical condition, their provision will be planned and delivered in coordination with the healthcare plan.
- SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

## 14. Funding

- 14.1. The Academy will allocate the appropriate amount of core per-person funding and notional SEND budget outline in the local offer for the SEND provision of its students.
- 14.2. Personal budgets are allocated from the local authority's high needs funding block and the Academy will continue to make SEND provision from its own budgets, even if a student has a statement of SEND or an EHCP.

## 15. Local Offer

The academy will cooperate generally with the local authority and local partners in the development and review of the local offer. Details of the local offer may be accessed on the academy's website at <https://www.scacademy.co.uk/page/?title=Support+for+SEND+students&pid=155>

## 16. Identification

16.1. To identify students with SEND, the Academy will:

- Assess each student's current skills and levels of attainment on entry
- Make regular assessments of all students to ensure that the intervention:
- Ensures that the child's progress is similar to that of their peers starting from the same baseline
- Matches or betters the child's previous rate of progress
- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider

16.2. The academy will provide extra support to students falling behind or making inadequate progress given their age and starting point.

16.3. Assess whether a student has a significant learning difficulty where students continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.

16.3.1. The identification of SEND is also built into the overall approach to monitoring the progress and development of all students, as outlined in our Assessment Policy.

16.3.2. If a parent/carer believes their child may have SEND, they should make the academy aware.

16.3.3. The academy will provide extra support to students falling behind or making inadequate progress given their age and starting point.

16.3.4. Where students continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the academy will assess whether a student has a significant learning difficulty.

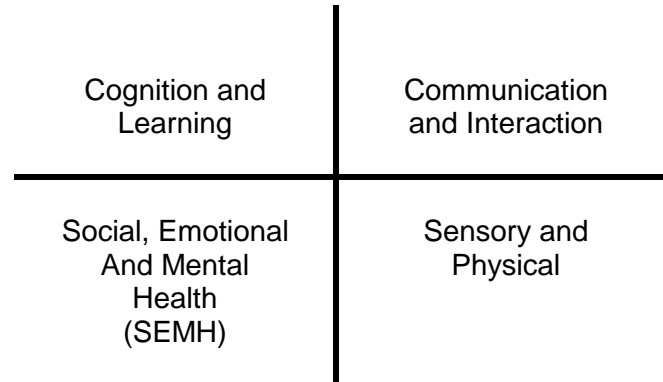
## 17. Graduated approach

17.1. The academy will, once a potential SEND has been identified, employ a graduated approach to meeting the student's needs, including:

- Establishing a clear assessment of the student's needs
- Planning with the student and student's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review
- Implementing the interventions, with support of the SENCO
- Reviewing the effectiveness of the interventions and making any necessary revisions

17.2. Waves of provision

17.2.1. There are four categories of provision within each 'wave'. These are known as 'Dimensions of Need'. Student's needs are identified under a specific 'Dimensions of Need', and support is implemented accordingly.



Wave 1	Quality first inclusive teaching for all students	<ul style="list-style-type: none"> <li>Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment across curriculum areas (in one or all of the four categories)</li> </ul>
Wave 2	Short-term targeted interventions	<ul style="list-style-type: none"> <li>Makes little or no progress when teaching approaches are targeted specifically at a child's identified areas of weakness</li> <li>SEMH are not ameliorated by the positive strategies in the classroom</li> <li>Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment in the classroom</li> <li>Has communication and / or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum in the classroom</li> </ul>
Wave 3	Long-term support, personalised provision including involvement of any outside agencies	<ul style="list-style-type: none"> <li>Continues to make little or no progress in specific areas over a long period</li> <li>Continues working at National Curriculum levels substantially below that expected of children of a similar age</li> <li>Has ongoing SEMH difficulties which substantially and regularly interfered with the child's own learning or that of other students</li> <li>Has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service</li> <li>Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning in the classroom</li> </ul>
Wave 4	EHC Plan	<ul style="list-style-type: none"> <li>Students who have an Education Health Care Plan in place</li> <li>Has more complex needs</li> </ul>

## 18. Assessment

- 18.1. The academy will, in consultation with the student's parents, request a statutory assessment of SEND where the student's needs cannot be met through the resources normally available within the academy.
- 18.2. Consideration of whether SEND provision is required, and thus an EHC plan will start with the desired outcomes and the views of the parents/carers and student.
- 18.3. The academy will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, within six weeks of receipt.
- 18.4. If the decision is taken not to issue an EHCP, the Academy will consider and implement the recommendations of feedback from the local authority, regarding how the student's outcomes can be met through the academy's existing provision.

In tracking the learning and development of students with SEND, the academy will:

- Base decisions on the insight of the student and their parents/carers.
- Set students stretching targets.
- Track their progress towards these goals.
- Review additional or different provision made for them.
- Promote positive personal and social development outcomes.
- Base approaches on the best possible evidence, and ensure that they are having the required impact on progress.

Detailed assessments will identify the full range of the individual's needs, not just the primary need.

Where possible, students' needs will be defined under the SEND Code of Practice broad areas of need:

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

Where a student continually makes little or no progress, or is working substantially below expected levels, the academy will consult with parents/carers before involving specialists.

## 19. Education Health Care Plans (EHCP) / Statement of SEND

- 19.1. The academy will fully cooperate with the LA when research about the student is being conducted.
- 19.2. The academy will provide the LA with any information or evidence needed.
- 19.3. All relevant teachers will be involved in contributing information to the LA.
- 19.4. If the academy decides to implement an EHC plan, the parents/carers and the student will be informed, including the reasons for this decision.
- 19.5. The academy will meet its duty to provide parents/carers or the individual student with 15 calendar days to consider and provide views on a draft EHC plan.



- 19.6. If the decision is taken not to issue an EHC plan, the academy will consider and implement the recommendations of feedback from the LA regarding how the student's outcomes can be met through the academy's existing provision.
- 19.7. If the LA decides not to issue an EHC plan, the parents/carers of the student, or the student themselves, will be informed within a maximum of 16 weeks from the initial request of an EHC assessment.
- 19.8. The academy will admit any student that names the academy in an EHC plan or EHC needs assessment process.
- 19.9. The academy will:
  - 19.9.1. Ensure that all those teaching or working with a child named in an EHCP are aware of the student's needs and that arrangements are in place to meet them
  - 19.9.2. Cooperate to ensure an annual review meeting takes place, including convening a meeting on behalf of the local authority if requested
  - 19.9.3. Ensure that sufficient arrangements are put in place at the academy to host the annual review meeting
  - 19.9.4. Seek advice and information about the student prior to the annual review meeting from all parties invited
  - 19.9.5. Cooperate with the local authority during annual reviews
  - 19.9.6. Ensure that a review of a student's EHCP is undertaken at least 7 months before transfer to another phase of education
  - 19.9.7. Information regarding a student's EHC plan will only be shared with other educational institutes if the student is transferring there, in order for the institute to develop an individual learning plan.
  - 19.9.8. The academy will take steps to ensure that students and parents/carers are actively supported in developing and reviewing EHC plans.
  - 19.9.9. Where necessary, the academy will provide support from an advocate to ensure the student's views are heard and acknowledged.
  - 19.9.10. The academy will ensure that parents/carers are consistently kept involved throughout the implementation of an EHC plan.

## 20. Reviewing an EHC plan

Ormiston Sheffield Community Academy will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents/carers involved at all times.
- Ensure that sufficient arrangements are put in place at the academy to host the annual review meeting.
- Cooperate with the LA during annual reviews.

- Lead the review of the EHC plan in order to create the greatest confidence amongst students and their family.
- Seek advice and information about the student prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Prepare and send a report of the meeting to everyone invited within four weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.
- Provide the LA and parents/carers with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- Clarify to the parents and student that they have the right to appeal the decisions made in regards to the EHC plan.

## 21. SEND and Disability Tribunal

21.1. The academy will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.

- All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the student's education suffering.
- In all cases, the academy's written complaints procedure will be followed, allowing for a complaint to be considered informally at first.
- Following a parent's/carer's serious complaint or disagreement about the SEND provisions being supplied to a student, the academy will contact the LA immediately in order to seek disagreement resolution advice, regardless of an EHC plan being place or not.
- Where necessary, the principal will make the relevant parties aware of the disagreement resolution service.
- Parents/carers are made aware that Ofsted can consider complaints relating to whole academy SEND early years provision, if the problem has not been resolved informally.
- The academy will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.
- Following the use of informal resolutions, the case will be heard in front of three people, who are independent of the management and running of the academy.
- If disagreements are not resolved at a local level, the case will be referred to the Education Funding Agency.
- The academy will fully cooperate with the LA by providing any evidence or information that is relevant.
- All staff involved in the care of the student will cooperate with parents/carers in order to provide the student with the highest standard of support and education.

## 22. Transition

22.1. The academy will ensure that it meets its duty to secure independent, impartial careers guidance for students aged 11-16 including:

- The academy will ensure that the student is supported to make a smooth transition to whatever they will be doing next, e.g. moving on to higher education.
- The academy will engage with secondary academies and FE providers as necessary to help plan for any transitions.
- The academy will transfer all relevant information about the student to any educational institution that the student is transferring to.

- If the student has been excluded, the academy has a duty to arrange suitable, full-time education from the sixth day of a fixed period exclusion and to provide full details of any SEND provisions necessary, in accordance with the academy's Exclusion Policy.
- If it is in the best interest of the student, the academy may commission alternative provision, in line with any EHC plans in place, for students who face barriers to participate in mainstream education.
- The academy will take an active role in preparing students with SEND for their transition into adult life, preparing them to achieve their ambitions in terms of higher education or employment, taking responsibility for their health, where they will live, their relationships and their finances, social integration and independence.

The academy will ensure that it meets its duty to secure independent, impartial careers guidance for students in Years 8-13, including:

- Discussing preparation for adulthood in planning meetings with students and parents/carers from Year 8.
- Helping students and their families prepare for the change in legal status once a student is above compulsory academy age.
- Ensuring that careers advice and information provides high aspirations and a wide range of options for students with SEND.
- Helping students and parents/carers understand and explore how the support they will receive in academy will change as they move into different settings, and what support they are likely to need to achieve their ambitions.
- Securing access to independent, face-to-face support for students with SEND to make successful transitions.

## 23. Data and record keeping

23.1. The academy will:

- Include details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, SEMH and development of all students
- Maintain an accurate and up-to-date register of the provision made for students with SEND
- Record details or additional or different SEND provision on a provision map

## 24. Confidentiality

24.1. The academy will not disclose any EHC plan without the consent of the student's parents with the exception of disclosure:

- To the SEND and Disability Tribunal
- On the order of any court for the purpose of any criminal proceedings
- For the purposes of investigations of maladministration under the Local Government Act 1974
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children
- To Ofsted inspection teams as part of their inspections
- To the person with SEND responsibility in connection with the student's application for disabled students allowance in advance of taking up a place in higher education
- To the principal (or equivalent position) of the institution at which the student is intending to start higher education

## 25. Staffing policy

25.1. The academy takes every opportunity to offer CPD on SEND to both teaching and support staff.

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development.
- The training needs of staff will be identified (insert how) identified and planned via (insert details)
- All teachers and support 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 academy's SEND provision and practice and to discuss the needs of individual students.
- The academy's SENCOs regularly attend the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND.

## 26. Monitoring and review

26.1. This policy will be reviewed annually or in the following circumstances:

- Changes in legislation and / or government guidance
- As a result of any other significant change or event
- In the event that the policy is determined not to be effective

26.2. If there are urgent concerns these should be raised to the SENCO in the first instance for them to determine whether a review of the policy is required in advance of the review date.

## Appendix 1

The special educational needs and disabilities (SEND) information report, including details of:

- What SEND provisions are in place.
- The academy's policies for making provision for students with SEND, including:
  - How the academy evaluates the effectiveness of its provision for such students.
  - The academy's identification and assessment of students with SEND.
  - The academy's arrangements for assessing and reviewing the progress of students with SEND.
  - The academy's approach to teaching students with SEND.
  - How the academy adapts the curriculum and learning environment for students with SEND.
  - Additional support for learning that is available to students with SEND.
  - How the academy enables students with SEND to engage in the activities of the academy, together with other children.
  - Support that is available for improving the emotional, mental and social development of students with SEND.
- The admission arrangements for students with SEND.
- The name and contact details of the SEND coordinator.
- Expertise and training of staff in relation to SEND.
- The preventative measures in place to stop students with SEND being treated less favourably than other students.
- Equipment and facilities available for students with SEND.
- The arrangements in place for consulting young people with SEND about, and involving parents/carers in, their education.
- The arrangements for consulting parents/carers of young people with SEND about the education of their child.
- Any arrangements made by the governing body, or the proprietor, relating to the treatment of complaints from parents/carers of students with SEND concerning the provision available at the academy.
- How the governing body involved other bodies, including health and social services bodies, LA support services and voluntary organisations, in meeting the needs of students with SEND and in supporting their families.
- The contact details of support services.
- The academy's arrangements for supporting students with SEND in a transfer between phases of education or in preparation for adulthood and independent living.
- Information on where the LA's local offer is published.
- The governing body's accessibility plan, along with details of how it complies with paragraph 3 of schedule 10 of the Equality Act 2010.

The report must adhere to:

- Section 69(2) of the Children and Families Act 2014.
- Regulation 51 and schedule 1 of the Special Educational Needs and Disabilities Regulations 2014.
- Section 6 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

[OAT template available on OATnet to publish information.](#)