# Blackwater AcademyBLACKWATER ACADEMY

# SEND Policy

# September 2019-20

**Context**

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 requires independent schools to “have regard to the Code of Practice.” This means that whenever we are taking decisions we must give consideration to what the Code says. We cannot ignore it. We must fulfil our statutory duties towards children and young people with SEN or disabilities in the light of the guidance set out in it. We must be able to demonstrate, in arrangements for children and young people with SEN or disabilities, that we are fulfilling our statutory duty to have regard to the Code.

The information in this policy is updated annually and any changes occurring during the year are updated as soon as possible.

Under the Equality Act (2010) the School has a statutory duty not to discriminate against disabled children and young people and must make reasonable adjustments, including the provision of auxiliary aids and services, for them.

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that: “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.

A child of compulsory school age has a learning difficulty or disability if he or she:

* has a significantly greater difficulty in learning than the majority of others of the same age; or
* has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is “… a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

In addition, we are required to also have regard to statutory guidance regarding supporting pupils with medical conditions (DfE 2014)

**Admissions**

See school admissions policy

Blackwater Academy pledges to provide its pupils with 'the best preparation for life'. In the light of this, admission to Blackwater Academy depends upon a prospective pupil meeting the criteria required to maintain the educational and general standards for all its pupils commensurate with the ethos to which the school aspires. The School must also feel confident that it will be able to educate and develop the prospective pupil to the best of his or her potential and in line with the general standards achieved by the pupil’s peers, so that there is every chance that the pupil will have a complete, happy and successful career and emerge a confident, well-educated and well-rounded young person with a good prospect of a satisfying life. These criteria must continue to be met throughout the pupil’s time at the School.

The School asks parents to provide information concerning any disability or special needs prior to accepting a place. Providing the School with details of the nature and effect of any disability enables it to consider any reasonable adjustments it may need to make.

Parents of disabled children are also offered the opportunity to discuss their child’s needs with the head teacher and SENCo.

Arrangements can be made for discussions between the class teacher and the parents, prior to entry, in order to establish clear procedures. In addition, arrangements can be made for discussion with the School prior to entry, in order to ensure that the school has the correct medical supplies and any necessary training.

Blackwater Academy is able to provide specialist tuition for a range of specific learning differences, including dyslexia, dyspraxia, attention deficit, and speech and language difficulties.

**Information about the policy for identification and assessment of pupils with SEN**

At Blackwater Academy we monitor and review the academic progress of all pupils at least three times a year. We also use a range of assessments with all the pupils at various points, for example regular standardised tests of reading, spelling and cognitive ability.

Where progress is not sufficient, even if SEN has not been identified, we put in place extra support to enable the pupil to catch up.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we seek to determine the cause of the learning difficulty.

**English as a second language**

Bilingual learners in Blackwater Academy come from a range of ethnic and cultural backgrounds. Their ability to function in English at an appropriate initial level is assessed once they are accepted in the school. The school’s objective is to support their learning through developing their linguistic competence, aural, oral and written, in the English language, in order to ensure that their educational achievements at the end of their course is commensurate with their ability, and is not compromised by difficulties in written or spoken English.

**Dual exceptionality**

Dual exceptionality is the term used to describe a child who is not only exceptionally able but has additional learning difficulties or a disability. All gifted and talented children, including those with dual exceptionality, need careful nurturing. The Academy facilitates One to one support and independent learning to stimulate the inquisitive mind, and seek every opportunity to stretch the most able through stretch, challenge and extracurricular activities.

**The school’s approach to teaching pupils with special educational needs**

*High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered SEN Code of Practice (2014, 6.37)*

Blackwater Academy broadly follows advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with SEN. We also incorporate advice provided as a result of assessments, both internal and external, and the strategies described in statements of SEN/ Education, Health and Care Plans.

**Staff Training**

All staff (including teaching and support staff) are given regular training on working with SEN and disabilities. This training focuses on helping each child to reach their maximum potential, the appropriate adjustments that can give full access to the curriculum and facilities of the school to the greatest extent possible. Such training is triggered by pupil’s needs, skills audits, CPD and appraisal, for example epilepsy training, dyslexia, hearing impairment etc.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are other schools, Educational Psychologists, Speech and language therapists, occupational therapists, physiotherapists, dyslexia specialists etc.

**The role of the SENCo / Assistant SENCo**

The SENCO plays a crucial role in the school’s SEN provision. This involves working with the HeadTeacher and Governing Body to determine the strategic development of the policy.

Other responsibilities include:

* Overseeing the day-to-day operation of the policy
* Co-ordinating the provision for pupils with SEN
* Liaising with and giving advice to fellow teachers
* Managing Learning Support Assistants
* Overseeing pupils’ records
* Liaising with parents
* Making a contribution to CPD
* Liaising with external agencies, LA support services, Health and Social Services, Personal Advice/Careers Services, and voluntary bodies.

**The role of the Governing Body**

The Governing Body’s responsibilities to pupils with SEN include:

* + - * Ensuring that provision of a high standard is made for SEN pupils
* Ensuring that a designated governor is identified who will take responsibility for assuring the quality of SEN provision
* Ensuring that SEN pupils are fully involved in school activities
* Having regard to the Code of Practice when carrying out these responsibilities
* Being fully involved in developing, monitoring and subsequently reviewing SEN policy

**The role of the Subject Teacher Responsibilities include:**

* Being aware of the School’s procedures for the identification and assessment of, and subsequent provision for, SEN pupils
* Collaborating with the SENCO to decide the action required to assist the pupil to progress
* Working with the SENCO to collect all available information on the pupil
* In collaboration with the SENCO, develop provision plans for SEN pupils.
* Working with SEN pupils on a daily basis to deliver targets within differentiated planning.
* Developing constructive relationships with parents
* Being involved in the development of the School’s SEN policy

**The role of the Learning Support Assistant Responsibilities include:**

* Being aware of the School’s procedures for the identification and assessment of, and subsequent provision for, SEN pupils
* Working with the SENCO to collect all available information on the pupil
* In collaboration with the SENCO, develop provision plans for SEN pupils.
* Working with SEN pupils on a daily basis to support achievement of targets.
* Offer in class support and/or small group interventions.

**The Head Teacher’s responsibilities include**:

* The day-to-day management of all aspects of the school including the SEN provision
* Keeping the Governing Body well informed about SEN within the School
* Working closely with the SEN team
* Informing parents of the fact that SEN provision has been made for their child
* Ensuring that the School has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child’s education
* Ensuring that SEN provision is an integral part of the School Improvement and Development Plan