



Special Educational Needs & Disability Policy

LAST REVIEW NEXT	October 2017	REVIEW PERIOD	Annually
NEXT REVIEW DATE	October 2018	TYPE OF POLICY	Statutory

CONTEXT

DEFINITION OF SEND/SEMH (Social and Emotional Mental Health)

Some students have needs or disabilities that affect their ability to learn, for example:

- behavioral/social (eg difficulty making friends)
- reading and writing (eg dyslexia)
- understanding things
- concentrating (eg Attention Deficit Hyperactivity Disorder)
- physical needs or impairments (DfE April 2013)

Inspire Academy is a specialist provision currently providing support for up to 45 KS3 and KS4 students, all of whom have a statement of special educational needs and for whom the primary need identified is given as Social, Emotional and Mental Health difficulties. Many students have additional needs identified that include cognition and learning difficulties, communication and interaction difficulties and sensory or physical difficulties.

Historically, the students placed here have struggled to successfully access the curriculum at mainstream academies failing to make expected levels of progress. The complexity of their needs have been a barrier to learning and therefore in order to be successful, their needs can be met more holistically in a specialist setting.

We work to the principles embodied within the:

- Special Education Needs and Disability Code of Practice (Sept 2014)
- Students and Families Act (March 2014)
- Support and Aspiration: A new approach to special educational needs and disability (March 2011)
- DfE Statutory Guidance Supporting Pupils with Medical Conditions (September 2014)

AIMS

All students have a right to a broad, balanced and relevant curriculum that is responsive to their individual needs.

Our aim at Inspire Academy is to ensure that every student has full access to the full range of activities and educational opportunities provided and are able to reach their full potential.

The staff team work together to break down the barriers to learning which have previously impeded progress with all students and their families. In doing this, we strive to maximise opportunities for enjoyment, achievement and success.

OBJECTIVES

- To provide an inclusive and supportive environment within which students, irrespective of their special educational need and/or disability, will thrive and develop into independent adults.
- To achieve greater equality of access for all students with special educational needs

and disabilities through consistency in management and quality of support.

- To ensure that all students with special educational needs, whether physical, intellectual, social, emotional or behavioral receive appropriate entitlement to and the appropriate curriculum and wherever possible provision should be alongside their peers.
- To ensure that all students are well prepared for the challenges of the world of work and adult life.
- To ensure that all students' needs are correctly identified, planned for and regularly monitored through rigorous analysis of data and observations ensuring
- That all statutory requirements are met
- To actively seek the views and opinions of students and include them in the decision making process regarding their provision
- To fully involve and work in partnership with parents/carers and guardians in the process of supporting their student's education.

PROCEDURES

Core Roles and Responsibilities of the Special Educational Needs Co-ordinator (SENCO):

- To ensure that needs are quickly and accurately identified and to ensure that parents, carers and all relevant staff are informed.
- To identify appropriate support and interventions and to monitor their impact through provision mapping.
- To liaise regularly with parents, carers, SLT, governors and external agencies
- To liaise with curriculum areas in order to ensure high quality learning and support to meet needs
- To monitor the deployment of support staff to ensure that needs are met in conjunction with other senior leaders
- To manage the budget for specialist resources in line with Medway's banding system for SEND funding and ensuring value for money
- To ensure that all staff have access to high quality and relevant SEND CPD
- To chair the in Academy Review and other multi-agency meetings and to ensure the appropriate agencies are represented
- To review outcomes at least annually and set revised targets, where appropriate, in the form of a person-centered annual review
- To undertake other relevant duties and responsibilities in consultation with the Headteacher and in line with Inspire Academy SEND priorities

- To ensure that the Single Equality Scheme and Local Offer is regularly updated in line with current statutory requirements and that all colleagues adhere to its principles

ADMISSION ARRANGEMENTS

- Admission arrangements for students joining Inspire Academy are in line with those detailed in Inspire Academy's policy for the admission of students with SEND. We encourage visits to the Academy by their parents/carers or guardians, prior to admission.

TRANSITION INTO INSPIRE ACADEMY

Information from the statement or EHCP, previous Academies, other professionals and parents/ carers is used initially as a basis to develop a support plan to aid transition. Inspire Academy considers it is of vital importance to work in partnership with the student and parents, in order that students with special educational needs have their needs assessed, understand their potential and are supported in working to achieve it.

PARENT/CARER PARTNERSHIP

We are committed to the principle of close and regular liaison with parents/carers and listening to and taking into account their views

In order to do this we invite the parents/carers to:

- Play an active role in deciding on appropriate support by inviting them into Academy to discuss their student's needs.
- Identify difficulties as early as possible so that appropriate intervention takes place.
- Inform parents/carers of students' rights regarding SEND.
- We provide parents/carers with access to information, advice and support during any decision making processes and transitions
- Join a parents/carer/family group organised by the Student Welfare Manager and come to
- meetings on a monthly basis, where items of interest will be arranged and presented to all attendees

- Attend scheduled consultation events in order to discuss their student's academic progress and we will share this information at other times in written form
- Attend information sessions where specialists will offer advice on aspects of SEN

The SENCO (Ms Jackson) is available to offer advice.

- Liaison is encouraged and parents/carers can telephone requesting an appointment to discuss any issues.
- Home visits are made.
- Parents/carers are regularly supported to contact voluntary agencies for advice including Parent Partnership Services, NSPCC and the Student and Adolescent Mental Health Services.
- Parents/carers are consulted and kept informed of all decisions pertaining to their student's special educational needs.
- The Academies works, as appropriate, with Academies within the immediate vicinity and further beyond the Medway area.

STUDENT PARTICIPATION AND ENGAGEMENT

The Academy supports the principle of the rights of the student with SEND to be involved in discussions and in decision making about his/her education and future plans.

All students are:

- Invited to attend any meeting which discusses target setting, monitoring progress and support.
- Fully involved in the writing of Education Plans including Annual Reviews, Transition Plans and PEPs
- Able to become members of the Academy's student council and speak on the behalf of their peers

ALLOCATION OF RESOURCES

Currently, INSPIRE Academy is a specialist LA provision funded under the LA banding system for special Academies.

ASSESSMENT AND MONITORING

As all students at INSPIRE Academy have a statement of special educational needs; primary needs are already identified on entry.

Progress against statement objectives, individual targets and other baseline measures are regularly monitored by:

- Teacher observation and assessment
- Regular data trawls
- Annual, transition and other reviews
- Specialist assessments by other professionals eg: Educational Psychologist, Pediatrician, CAMHS (Child & Adolescent Mental Health Service)
- Information from parents/carers

In the course of these processes, other needs may sometimes be identified

Any student who has been identified as having additional difficulties may be further assessed. Means of assessment may include:

- Meares Irlen screening
- LASS assessment
- WRATs and CATs
- BKSB
- Behavioural competencies
- an interview with the student
- a discussion with the parents/carers or guardians
- referrals to other professionals and/or agencies

INTERNAL AND PUBLIC EXAMS

The SENCO is responsible for identifying and informing the Examination Officer of those students who qualify for particular support in examinations and assist with arranging appropriate support as required, including organising access arrangements testing and implementation of those conditions.

This information serves to inform staff planning so that support and intervention is both timely and appropriate.

Records are kept on all aspects of support and are monitored regularly in line with statutory requirements and whole Academy assessment policy.

PROVISION MAPPING – A Whole Academy Approach

INSPIRE Academy places great importance on ensuring that students with special educational needs:

- follow an integrated, graduated approach
- do not stand out as “different” from their peers and are fully included in all aspects of an appropriate curriculum
- Interventions are recorded on whole Academy, class and individual provision maps which are regularly reviewed for impact and value for money.
- Maps are also sent home to parents/carers three times a year

STAFF TRAINING

INSPIRE Academy regards SEN as a whole Academy issue. As such, staff are continuously seeking to develop and widen their knowledge. The aim of staff INSET is to enable all teachers to view the full range of learning needs and to be able to cope with them confidently.

New staff are given information regarding SEN issues as part of their induction programme.

Staff are kept informed of any difficulties students may have and suggested strategies are shared by:

- Providing staff with information of all students and their identified needs. (Red file)
- Providing staff with a summary of action for all students raised at In Academy Review meetings and other relevant meetings as necessary.
- Use of Academy’s management systems to record and update on current provision

The Academy recognises that high quality behaviour management is necessary to ensure that the primary need of all Inspire Academy students is successfully met.

We adopt the TEAM TEACH approach in line with Medway’s preferred methodology and ensure that this is regularly updated in line with requirements.

Other specific training is also regularly updated in line with statutory requirements and individual needs.

The SENCO holds the National Award for SEN Co-ordination (awarded in July 2013). Other staff members of staff hold relevant specialist SEN accreditations and accolades.

STAFFING POLICIES AND PARTNERSHIP WITH OUTSIDE AGENCIES INCLUDING LINKS WITH OTHER ACADEMYS, EDUCATIONAL ESTABLISHMENTS AND OTHER SERVICES AND ORGANISATIONS

Inspire Academy is committed to ensuring that information regarding students' SEN is shared with those who need to know so they may act on it. The policy is to be proactive as well as reactive.

Inspire Academy's main link with other Academies is at the point of transition.

- Information regarding any SEN is shared with the Academy or college concerned, with parents/carers' permission.
- Links are established with all Academies to collect information and support transition.
- Links with special Academies are established and include arrangements for integration of students.
- Multi-agency meetings are held to establish the needs of a student.
- Information regarding the SEN of students moving on to further education is passed on to the appropriate people so that support may continue.

A programme exists between the support services at Mid-Kent College and ourselves, this includes visits from the specialists to meet the students here at Academy as well as visits to the college, prior to entry.

The SENCO is part of the local secondary SENCO support and Parallel Learning Trust SENCO networks.

Outside agencies: external support services

There are many external agencies which Academies may need to contact.

Services used regularly by Inspire Academy include:

- Educational Psychology Service
- Social Services
- Attendance Advisory Service
- Academy Nurse
- Local Police
- Medical/Health Services incorporating Student & Adolescent Mental Health Service (CAMHS), CAST and paediatricians, students' therapy team (Speech and Language and Occupational Therapy), PYRAMID (sexual health)
- YOT and YISP
- MYT (Medway Youth Trust)
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Voluntary agencies which exist to support families in a wide range of difficulties are used more in times of crisis e.g. NSPCC.

The Academy has developed strong links with support agencies and is aware of referral procedures.

The Academy works closely with specialist consultants in Connexions and Medway Educational Business Partnership.

SUPPORTING STUDENTS WITH MEDICAL CONDITIONS AND DISABILITY

The Academy endeavors to support all students including those with disabilities and medical conditions. We work to the principles embodied within the:

- Department of Education the statutory guidance for governing bodies of maintained Academies and proprietors of academies in England: Supporting students at Academy with medical conditions.
- Equality Act 2010
- DFE Statutory Guidance 2014

Adaptations to the building have been made by the Local Authority (LA) to make them accessible for students with a physical disability, and the school is keen to promote the integration of such students.

Students at Academy with medical conditions and physical disabilities are properly supported so that they have full access to education, including Academy trips and physical education, and can access and enjoy the same opportunities at Academy as any other student. In order to do this we consult with health and social care professionals, students and parents. The focus of the support will be based on the individual needs of each individual student and will take into account how their medical condition impacts on their Academy life, ability to learn, in addition to increasing their confidence and promoting self-care.

ROLES AND RESPONSIBILITIES

The named person with the responsibility for overseeing the implementation and review of plans, procedures and systems is the SENCO along with the leadership team. The person charged with the initiation and review of individual healthcare plans (IHCP) is the pastoral support assistant with responsibility for medical conditions and health care.

PROCEDURE TO BE FOLLOWED UPON NOTIFICATION THAT A STUDENT HAS A MEDICAL CONDITION OR PHYSICAL DISABILITY

- Consultation with parents, student, pastoral support assistant and associated health care professional(s)
- If appropriate, a supporting, individual healthcare plan will be initiated
- The information is disseminated to the appropriate staff
- If necessary additional training provided for the appropriate staff to ensure they are competent in supporting the student with the medical condition
- Individual healthcare plans will be reviewed annually or earlier if the student's needs change

INDIVIDUAL HEALTH CARE PLANS

- The healthcare plans will provide the following information:
- The medical condition: signs, symptoms and treatments
- Students resulting needs
- Specific support for student's educational, social and emotional needs
- The level of support needed
- Who will provide this support (including any training needs) and expectations of the role. Also who will cover this role in his/her absence.
- Who in the Academy needs to be aware of the student's condition and the support required
- Written permission for the administration of medication
- Separate arrangements or procedures
- What to do in an emergency, including what constitutes an emergency, whom to contact, and contingency arrangements.

STAFF TRAINING AND SUPPORT

Training needs will be assessed and the appropriate training commissioned and provided. All Academy staff involved in providing support to a student with medical needs will receive suitable training, including those involved in administering prescription medicine or undertaking healthcare procedures.

STUDENT'S ROLE IN MANAGING HIS/HER OWN MEDICAL CONDITIONS

Through discussion with parents' students who are competent to manage their own health needs are encouraged to take their own responsibility for managing their own medicines and procedures.

MANAGING MEDICINES ON ACADEMY PREMISES

The Academy will ensure that:

- Medicines are only administered at Academy when it would be detrimental to the student's health or Academy attendance not to do so
- No student under 16 should be given prescription or non-prescription medicines without the written consent of the parent/carer (except in extenuating circumstances)
- A student under 16 should never be given medicine containing aspirin unless prescribed by a doctor
- Where clinically possible, medicines should be prescribed in dose frequencies which enable them to be taken outside of Academy hours
- We will only accept medicines that are in date, labelled, in the original container and include instructions for the administration, dosage and storage (with the exception of insulin).
- All medicines are stored safely (Academy Office). Students should know where their medicines are and have ready access to them at all times. Medicines and devices such as adrenaline pens, asthma inhalers, blood glucose testing meters should be readily available and not locked away.
- Controlled drugs that have been legally prescribed must be securely stored in a non-portable container and easily accessible in an emergency.

- Staff administering controlled drugs to a student for whom it has been prescribed must do so in accordance with the prescriber's instructions. A record of all medicines administered by staff stating when, by whom, dosage, and any side effects noted.
- When no longer required medicines should be returned to the parent for safe disposal.
- Sharps boxes must always be used for the disposal of needles and other sharps.
- The Governing Body receives a record of all medicines administered to students.

EMERGENCY PROCEDURES

As part of the risk management processes the Governing Body will establish an emergency procedure plan covering Academy activities wherever they may take place. The Headteacher is responsible for developing and implementing the plan.

Where a student has an individual plan, the plan should clearly define what an emergency is and explain what to do as including ensuring all relevant staff are aware of emergency symptoms and procedures.

If a student is taken to hospital staff should stay with the student until the parent arrives having previously if necessary accompanied the student in the ambulance.

DAY TRIPS, RESIDENTIAL TRIPS AND SPORTING ACTIVITIES

The Academy must make arrangements for the inclusion of all students with medical conditions unless a clinician states this is not possible.

Best practice dictates that a risk assessment must be carried out for all activities which involve students with medical needs so that those needs can be adequately catered for.

ARRANGEMENTS FOR THE TREATMENT OF COMPLAINTS AND APPEALS

Parental concerns regarding SEN provision are taken up in the first instance by the SENCO, acted upon as appropriate and then referred to the Headteacher, if necessary.

DEVELOPMENT AND REVIEW OF THE SEN POLICY

This policy has been developed and informed by national and local policies on special educational needs.

Monitoring, evaluation and review

The Academy will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.