Acer Academy

Special Educational Needs and Disabilities (SEND) Policy

Date of Last Review: September 2024
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Contents **Item Number**

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SAFEGUARDING POLICIES AND YOUNG PEOPLE

The safeguarding policies (see back page for list) are in place to help prevent children and young people up to 18 years of age being at risk of harm. We advise that safeguarding

policies are read in conjunction with each other. If you have any concerns or questions regarding policies, please refer to a member of SLT within the appropriate Academy.

WORRIED ABOUT A CHILD OR YOUNG PERSON
If you are worried about a child or young person being at risk of harm, please speak to the DSL or the Deputy DSL. DO NOT IGNORE IT.

EXTREMISM AND RADICALISATION
All staff and trustees are to be familiar with the indicators of vulnerability to extremism and radicalisation and the procedures for dealing with concerns. Staff are made aware of potential indicating factors when a child is vulnerable to being radicalised or exposed to extreme views. These include peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race and hate crime, lack of self-esteem or identity, prejudicial (damaging) behaviour and personal or political grievances. Staff to report any concerns to the single point of contact (SPOC).

SAFEGUARDING/HEALTH AND SAFTEY
We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child and we strive to provide this within our classrooms. All staff follow health and safety guidelines.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL
We work to prevent children and young people from developing extreme and radical views by embedding SMSC principles throughout the curriculum. During lessons we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our children and young people with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

For more information/details on Safeguarding refer to the following documents:

- Keeping Children Safe in Education (statutory guidance for schools and colleges) September 2024
- Working together to safeguard children (A guide to inter-agency working to safeguard and promote the welfare of children)
- Guidance for safer working practice for those working with children and young people in educational settings
- Safeguarding and child protection procedure

<u>Important:</u> Please refer to the list of safeguarding policies (on back page) includes specific Safeguarding/Child protection issues towards children and young people.

1 Introduction

1.1 This document is the special education needs and disabilities (SEND) policy for the Kings Academy Trust. It is designed to meet both statutory requirements with regards to SEND and the day to day needs of all stakeholders (parents, local authority, related agencies and students)

2 Intentions

2.1 We recognise the need to provide an inclusive, supportive and positive learning environment. The skill, enthusiasm and supportive attitude of the class teacher is the key to effective learning of all students. High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have SEND.

3 Aims and Objectives of the SEND Policy

3.1 This policy document is produced in response to the Special Needs Code of Practice 2002. The new code of practice provides statutory guidance on duties, policies and procedures relating to part 3 of the Children's and Families Act 2014 and associated regulations and applies to England. It relates to children and young people with special educational needs (SEND). All pupils should be given equal opportunity to develop their talents and abilities to their full potential both inside and outside the classroom. At all stages, the wellbeing of the individual is paramount. These aims are met by a whole-school approach to Special Educational Needs provision with all teaching staff taking responsibility for meeting individual needs. School Policies reflect this approach. Additional support is met when necessary.

4 Changes from the SEN Code of Practice 2001

4.1 The main changes from the SEN Code of Practice reflect the changes introduced by the Children and Families Act 2014. These are:

- The code covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN.
- There is a clearer focus on the participation of children and young people and parents in decision making at individual and strategic levels.
- There is a stronger focus on high aspirations and on improving outcomes for children and young people
- It includes guidance on the joint planning and commissioning of services to ensure close cooperation between education, health and social care.
- It includes guidance on publishing a Local Offer of support for children and young people with SEN or disabilities.
- There is new guidance for education and training settings on taking a graduated approach to identifying and supporting pupils and students with SEN (to replace School Action and School Action Plus).
- For children and young people with more complex needs a coordinated assessment process and the new 0-25 Education health and care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs)
- There is a greater focus on support that enables those with S|EN to succeed in their education and make a successful transition to adulthood.
- Information is provided on relevant duties under the Equality Act 2010
- Information is provided on relevant provisions of the Mental Capacity Act 2015

5 Transitional Arrangements

5.1 From September 2014 transitional arrangements will be in place to support the changeover from the current system to the new system in a phased and ordered way.

6 Definitions

6.1 Special Educational Needs (SEN)

- 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 them.
- A child of compulsory school age or a young person has a learning difficulty or disability if they have significantly greater difficulty learning than the majority of others the same age, or has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.
- Post 16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in the new code of practice across the 0-25 age range but includes LLD.

7 Disabled children and young people

7.1 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 provides a relatively low threshold and includes more children than many realise: 'long term' is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEN definition.

7.2 Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and reviewing.

8 Broad areas of need

8.1 Special Educational provision means:

- 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 the.

The code of practice suggests that it is helpful to see students' needs and requirements as falling within a number of broad areas:

8.2 Communication and interaction

- Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their need mays change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their life.
- Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

They may also experience difficulties and language, communication, social interactions and imagination, which can impact on how they relate to others.

8.3 Cognition and learning

- Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as physical disability or sensory impairment.
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

8.4 Social, emotional and mental health difficulties

- Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. This behaviour may reflect underlying mental health difficulties such as anxiety or depression, self-harming
, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

8.5 Sensory and/or physical needs

- Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI combination of vision and hearing difficulties, which makes it more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Information on how to provide service for deaf/blind is available through the deaf/blind guidance.
- Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

9 Principle underpinning this code of practice

- The SEN of a student will normally be met in mainstream schools or settings.
- The views of the student should be sought and taken in to account.
- Parents have a vital role to play in supporting their child's education.
- Early identification of children and young people's needs is key to ensure appropriate intervention is in place to support them.

- Students with SEN should be offered full access to a broad, balanced and relevant education.
- Meeting the needs of children and young people with SEN successfully requires partnership between all those involved- LA's, schools, parents, students, health and social care.

10 Policy Statement

- The Academy will comply with the Special Educational Needs and Disability Code of Practice 2015.
- Every student within Kings Academy Trust has an entitlement to fulfil their potential.
- The trust will promote and encourage students to become independent in all aspects of life.
- The trust will ensure that every student follows a curriculum that is suited to their ability and any particular needs they may have to enable them to enjoy and achieve.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEN.
- The progress of all SEN students is tracked by leaders and teaching staff as part of the academy assessment cycle to ensure early intervention can be put in place.
- Special educational needs provision for any student will be compatible with the efficient education of other students at the School and the efficient use of the schools existing resources.
- The highest standards of behaviour are expected and all students are encouraged to develop independence with regard to their behaviour.
- We will work in partnership with parents to ensure every student is well supported.
- We will engage with external agencies to ensure the delivery of effective special educational needs provision.
- The trust provides training to all staff on special educational needs, both in relation to individual students and particular types of needs. This training includes induction for new members of staff as well as ongoing continuing professional development (CPD).
- The trust will comply with the Equality Act (2010) and the Special Educational Needs and Disability Act (2015).
- Where appropriate, the school will make reasonable adjustments for a student with special educational needs.
- When supporting students with special educational needs, the school will seek to ensure value for money and the most effective and efficient deployment of resources.

11 Procedures and policies

11.1 The SENCO is responsible for arranging necessary support for students and directing staff where appropriate in relation to this. The SENCO also organises Statutory Assessments, Annual Reviews and Testing for Access and is responsible for the Provision Map. They liaise closely with the Multi-Agency Team to maintain links with external agencies and all staff regarding internal day to day support.

11.2 The SENCO is responsible for:

- The day to day operation of the school's SEND policy

- Working in partnership with colleagues, pupils and outside agencies to set, monitor and review short term objectives on the individual learner profiles.
- Overseeing the records of all pupils with SEND
- Coordinating provision for pupils with Special Educational Needs
- Overseeing the individual Education Plans
- Liaising with parents/carers
- Managing work with external agencies including the Educational Psychology Service.

12 Staff Training

- School staff will be provided with annual special educational needs training.
- Training will be provided by the most appropriate person who may be the SENCO, another appropriate member of staff or an external trainer.

13 Complaints

- If a parent has a complaint about a special educational needs matter, they should follow the procedures laid down in the Trust's Complaints Policy.

CONNECTING POLICIES FOR SAFEGUARDING PURPOSE

If you are worried about a child or young person (in relation to issues listed below) or have any concerns or questions regarding Child Protection refer to DSL or Deputy DSL.

LIST OF SAFEGUARDING/CHILD PROTECTION ISSUES

Child missing in education: Child missing from home care: Child sexual exploitation (CSE): Bullying including cyber bullying: Domestic violence: Drugs: Fabricated or induced illness: Faith abuse: Female genital mutilation (FGM): Forced marriage: Gangs with youth violence: Gender based violence against women and girls (VAWG): Mental Health: Private fostering: Preventing radicalisation: Sexting: Teenage relationship abuse: Trafficking.

From DfE Keeping Children Safe in Education 2023

We believe it is very important that all safeguarding policies are read in conjunction with one another to quickly identify and take any necessary and appropriate action to help prevent children and young people up to 18 years of age being at risk of harm.

For more information, visit: NSPCC.org.uk: TES & NSPCC Safeguarding: GOV.uk Keeping Children Safe

Safeguarding connecting policies (situated on the Acer Website)

Anti-Bullying
Anti- Cyber Bullying
Anti- Racism
Anti-Radicalisation
Attendance
Behaviour
Safeguarding and Child Protection Procedures
Care/Intimate Care/Administration of Medication/ Touch
Children Missing from Home
Complaints

Child Protection (including the Safeguarding of all Children)
Data Protection
Drugs
E-Safety(online)
FGM
First Aid
Health and Safety
ICT and Computing
Lone Worker
PSHE
Pupil Friendly Safeguarding
SRE
SMSC
Safer Recruitment
Trafficking
Visits/Trips
Whistleblowing

The Safeguarding policies are up-dated annually or as necessary depending on new statutory guidance or legislation.