



The Premier Academy

Special Educational Needs and Disability Information Report - 2018

The report reflects the Premier Academy's aims, its teaching and learning policies, and its policy on equality of opportunity. The Academy is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes and well-being of all children matter – including those identified as having special educational needs/or disability. The culture, practice, management and deployment of the Academy's resources are designed to ensure that all children's needs are met.

The Governors value all children equally regardless of ability at the Premier Academy. SEN and disabled children are not viewed as a separate entity but are part of the whole Academy approach, and different children's needs are recognised and met through varied and flexible provision throughout the curriculum.

Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice 2014](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for children with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- [The Disability Discrimination Act 2002](#), which sets out a school's responsibility for children with disabilities.

This report also complies with our funding agreement and articles of association.

1. Objectives & Guiding Principles of the SEN/Disability Report

- To ensure that all children, whether or not they have SEN or a disability, have access to a broad, balanced and relevant curriculum which is differentiated to meet their individual needs.
- To ensure early identification, assessment and provision for any child who may have special educational needs or a disability.
- To help every child realise his or her full potential and optimise their self-esteem.
- To enable all staff to play a part in identifying SEN children or children with a disability and to take responsibility for recognising and addressing their individual needs.

- To encourage the whole Academy community to demonstrate a positive attitude towards SEN and disability.
- To encourage an effective parent partnership in developing and implementing a joint learning approach at home and at the Academy.
- To encourage and support children to participate in all decision-making processes that occur in their education i.e. their views are sought and taken into account.
- To follow the SEND Code of Practice (2014) which recommends a graduated approach whereby appropriate actions are matched to the individual child's needs.
- To comply with the Disability Discrimination Act (DDA) 2002

2. Definition of Special Educational Needs

Section 312, Education Act 1996

The Code of Practice 2014 states the following as a definition of Special Educational Needs:

'A child has SEND where their learning difficulty or disability calls for special educational provision, namely provision **different** from or **additional** to that normally available to children of the same age in mainstream schools.'

Making higher quality teaching normally available to the whole class is likely to mean that fewer children will require such support.

3. Definition of Disability

The Disability Discrimination Act defines a disabled person as someone who has:

"A physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

"Long term" means at least 12 months. "Substantial" means "more than minor or trivial."

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority.

Children are disabled if they:

- have a sight, hearing or speech impairment or suffer from a mental disorder of any kind;
- are substantially and permanently disabled by illness, injury or congenital deformity or such other disability as may be described.

A person has a disability for the purposes of this Act if he/she has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

4. Fundamental Principles of the SEND Code and Disability and Discrimination Act:

The SEND Code and DDA adhere to the following principles:

- A child with special educational needs or a disability will have their needs met in a mainstream school unless it is 'incompatible with the efficient education of other children.'
- The special educational needs or disability of children will normally be met in mainstream settings.
- The views of the child should be sought and taken into account.
- Parents have a vital role to play in supporting their child's education.
- Children with special educational needs or disability will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum.
- The Academy will not discriminate disabled children in admission to the Academy, in all aspects of Academy life or exclusion from the Academy.
- The Academy has an accessibility plan.

TPA's Provision:

Key individuals within the Academy who share a responsibility for the children identified as having SEND are:

- Governor with responsibility for SEN and disability
- CEO
- Head of Academy Education
- The Inclusion Manager (SENDCo)
- Class Teachers
- Teaching Assistants (TAs)
- Safeguarding and Well-being Lead

The CEO and the Governors have delegated the responsibility for the day-to-day implementation of this policy to the Inclusion Manager.

The Inclusion Manager is Saras Pillay. Saras has the following qualifications:

BA Honours with Qualified Teacher Status
The National Award for Special Educational Needs Coordination
Designated Teacher for Looked After Children
Mental Health Lead – Mental Health First Aider

The Inclusion Manager is responsible for ensuring that the Code of Practice (revised 2014) is adhered to as it provides clear guidance on how to offer a structured approach to supporting children with Special Educational Needs and/or Disabilities. Saras is responsible for the co-ordination of SEND throughout the Academy:

- Overseeing strategic development and SEND policy and provision to raise achievement of SEND children.
- Co-ordinating provision for children with special educational needs.
- Developing effective ways of overcoming barriers to learning and sustaining effective teaching through analysis and assessment of children's needs by monitoring the quality of teaching and standards of children's achievements and by setting targets for improvement.
- Overseeing the records of all children with special educational needs.
- Liaising with parents of children with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the Local Authorities (LA) support and educational psychology services, health and social services, CAHMS and voluntary bodies.

The Academy has necessary appropriate contact with health professionals, such as GP's, nurses, speech & language therapists, physiotherapists and occupational therapists. We may also contact specialist medical services, social services or voluntary organisations and may carry out specialist programmes recommended by them as appropriate. We will provide them with any relevant information requested, with the parents' permission.

Saras can be contacted via:

Email: saras.pillay@tpamk.co.uk

Phone: 01908 373621

Saras is supported by a team of fellow professionals including:

Valerie Walker	Educational Psychologist
Sarah Daniells	Safeguarding and Wellbeing Lead
Susan Watson	Inclusion Administrator and Attendance Officer
Almut Stanley	Ethnic Minority Achievement (EMA) Manager

We also employ a number of specialist teaching assistants including Learning Mentors.

5. Admission Arrangements

In accordance with the SEND Code of Practice and DDA, TPA will admit children with already identified special educational needs and disabilities, and will identify and provide for children not previously identified as having SEND. Children with special educational needs but without statements/ Educational Health Care Plans will be treated as fairly as all other applicants for admission. We consider applications for children who have SEND on the basis of the Academy's published admissions criteria. We consider such children as part of the normal admissions procedure.

6. Academy Responsibilities

Curriculum entitlement:

All children, including those with SEND, will have access to a broad and balanced curriculum, which will include the National Curriculum. The Governors of the Academy are ultimately responsible for ensuring that all children receive the curriculum to which they are entitled. For further clarification refer to the appropriate National Curriculum document. The culture, practice, management and deployment of resources at the Premier Academy are designed to ensure **all children's needs are met.**

Allocation of funding to and between children with SEND:

Children with statements/ Educational Health Care Plans receive support from the SEND budget, from the LA.

The Academy continues to make provision from the delegated budget from the LA and its own funds for:

Children on the SEND Register who mainly receive support within mainstream classes across the curriculum using a variety of strategies. Additional individual or small group support is used to help some children to improve reading, spelling, math skills.

The Special Needs budget will be used to access resource for support personnel and where necessary to adapt the Academy environment in order to allow all children to access the curriculum and fulfil their development potential.

At some point during their time at the Academy, a number of children may experience difficulties in accessing certain areas of the curriculum, but may not necessarily require additional support. These children will normally be supported through differentiation by the class teacher within their normal classroom environment.

Children on the special educational needs register will receive help and funding in proportion to their level of need. We continuously build up a bank of SEND resources which are available to all staff.

7. Categories of Need

We address the needs of children using the four main areas outlined in the Code of Practice (2014) these are:

Communication and Interaction

Speech, Language and Communication Needs (SLCN). This includes children who have difficulty saying what they want to or understanding what is being said to them and children who do not understand or use social rules of communication.

This includes children with Autistic Spectrum Disorder who are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

This includes children whose learning difficulty could result in them learning at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs and includes, for example, children who have Moderate Learning Difficulties (MLD) and children who have a Specific Learning Difficulty (SpLD) which encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. These children may need additional support in some areas of the curriculum.

Social, Emotional and Mental Health Needs (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. They may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviours along with children who may have disorders such as Attention Deficit Hyperactivity Disorder (*ADHD*) or attachment disorder. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. We work with CAMHS and other appropriate agencies to support the children and make referrals.

Sensory and/or Physical Needs

This includes children who require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities generally provided. This includes Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI) and Physical Disability (PD). We work with specialist services to access appropriate support to enable these children to access their learning.

At TPA we are aware that these needs will be inter-related and that children may have more than one area of need.

8. Code of Practice Graduated Response

The Academy adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting children's needs.

Special Educational Needs:

We use the SIMS coding (**K**) to record all children with SEND. Additionally, we use the graduated response of SEND through the following fine coding:

AR – At Risk (In-school intervention – previously School Action)
Needs are met through quality first teaching and differentiation.

II – Internal Intervention (NAS) is characterised by interventions that are different from, or additional to, the normal differentiated curriculum. Intervention can be triggered through concern supplemented by evidence that, despite receiving differentiated teaching, the child has a significant greater difficulty in learning than the majority of children of the same age.

We will assess each child's current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something **different** or **additional** is needed. If the Academy decides, after consultation with parents, that a child requires additional support to make progress, the SENDCo, in collaboration with teachers, will support the assessment of the child and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

EI - External Involvement – previously School Action +
At **EI** there is involvement of external services. Placement of a child at this level will be made by the SENDCo, after full consultation with parents. External support services will advise on targets and provide specialist inputs to the support process.

Intervention will usually be triggered when, despite receiving differentiated teaching and a sustained level of support, a child:

- still makes little or no progress in specific areas over a long period
- continues to work at National Curriculum levels considerably lower than expected for a child at a similar age
- continues to experience difficulty in developing English/Maths skills
- has emotional/behavioural problems that substantially impede their learning

- has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Reviewing Children's Progress Towards Outcomes

The assessment will be reviewed regularly.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the child's progress.

Request for Statutory Assessment

The Academy will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The Academy will have the following information available:

- The interventions on the SEND register as defined by the graduated approach
- Records and outcomes of regular reviews undertaken
- Information on the child's health and relevant medical history
- National Curriculum levels
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

Educational Health Care Plan

An Educational Health Care Plan will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the Academy can offer. However, the Academy recognises that a request for a Statutory Assessment does not inevitably lead to an Educational Health Care Plan.

An Educational Health Care Plan will include details of outcomes for the child. These are used to develop targets that are:

- Matched to the longer-term and short-term outcomes set in the Educational Health Care Plan
- Established through parental/child consultation
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

Reviews of Educational, Health and Care Plans

Educational, Health and Care Plans must be reviewed annually. The Inclusion Manager will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The teacher
- The SENDCo
- The Educational Psychologist if necessary
- Any other person the Inclusion Manager considers appropriate

The aim of the review will be to:

- Assess the child's progress in relation to the objectives/ outcomes on the Statement/ Educational Health Care Plan
- Review the provision made to meet the child's need as identified in the Statement/ Educational Health Care Plan
- Consider the appropriateness of the existing Statement / Educational Health Care Plan in relation to the child's performance during the year, and whether to cease, continue or amend it
- If appropriate to set new objectives/ outcomes for the coming year

Support for Improving Emotional and Social Development

- Children with SEND are encouraged to be part of the school council initiatives.
- Children of SEND are also encouraged to be part of social skills clubs to promote teamwork/building friendships etc.
- We have a zero tolerance approach to bullying.
- Learning Mentors are used effectively to provide extra pastoral support arrangements for listening to the views of the children and young people with SEND.

Supporting Children Moving Between Schools

At Key Stage 2 transition reviews, receiving schools would be invited to attend in order to plan appropriately for the new school year. We will agree with parents and children which information will be shared as part of this. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENDCo will complete the annual review forms and send them, with any supporting documentation, to the LA. The Academy recognises the responsibility of the LA in deciding whether to maintain, amend or cease a Statement of SEND/ Educational, Health and Care Plans

9. Policy on SEND Training for Staff

SEND training sessions will be organised as required to meet the current needs of staff and will be led by the SENDCo, another member of staff or by an appropriate outside agency. TAs will be invited to attend relevant sessions and external courses as their contracts allow.

The SENDCo will attend the SEND meeting/training sessions which are usually held termly and organised by the LA.

10. Adaptations to the Curriculum and Learning Environment

The SENDCo will be aware of the standards of achievement of individual children on the SEND register through The Premier Academy's procedures for the monitoring of the standards of achievement of individual children.

We make the following adaptations to ensure all children's needs are met:

- Differentiating our curriculum to ensure all children are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

11. Teaching Arrangements for Children with SEN or a Disability

For the most part, children with SEN or a disability will be taught in the classroom alongside their peers. Quality first teaching is in place in all classes for all children to access the curriculum. Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual children's needs and requirements. Where necessary, children will sometimes have the in-class support of a TA. Teaching techniques and strategies within each class, including differentiated resources and learning tasks, will accommodate those of differing abilities, including those with special needs, wherever appropriate and necessary. This will enable individual learning needs to be met and all children to maximise their potential in all areas of the curriculum.

Children who are struggling with acquiring basic skills will, on occasions, be withdrawn to be given individual or group tuition by the class teacher, or TAs. We believe that it is essential that children who are having difficulty learning such skills are supported as soon as possible.

The teaching arrangements for those children with an Educational, Health and Care Plan will be determined by the outcomes on their Educational, Health and Care Plan.

12. Parent Partnership

The aim is to develop a partnership where professionals and parents work together in the best interests of the child. Parents are fully involved in the development of their child and The Premier Academy will ensure that they understand the purpose of any intervention and any subsequent programme of action.

Regular meetings are held with parents, teachers, SENDCo and the child, as appropriate, to review the child's progress and the programme of learning.

During the procedure of applying for a statutory assessment (which may lead to an Educational Health Care Plan), the parents will be given as much help, advice and support as possible.

The Premier Academy formally reports a child's progress to parents once a year through the annual written report.

In addition parents are welcome to talk to the SENDCo whenever they have a concern about a child, at a mutually convenient time, whenever a specific concern is mentioned by a parent, it will always be investigated and the results reported back/discussed with parents.

13. Monitoring and Evaluating the Success of the Policy

The SENDCo will:

- Reviewing children's individual progress towards their goal each term
- Review provision for SEND children
- Reviewing the impact of interventions
- Using child questionnaires
- Monitoring by the SENDCo
- Holding annual reviews for children with EHC plans

The policy will be monitored and evaluated annually by:

- Leadership Team (LT), SENDCo, Governors and through continuous review and reflection as part of best practice relating to assessment and review.
- The policy and/or procedures will, where necessary, be revised in light of these evaluations.
- This policy should be read in conjunction with all other Academy policies, in particular Equal Opportunities, Teaching and Learning, Admissions and Assessment.

14 Complaints about SEND Provision

Complaints about SEND provision at TPA should be made to the SENDCo in the first instance and where necessary the Academy's complaints policy. Further guidance and information regarding complaints can be found in the SEND Code of Practice (2014) or via the Local Authority's Information, Advice and Support Service.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that TPA has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

LOCAL AUTHORITY LOCAL OFFER

The term Local Offer was first introduced in the Green Paper (March 2011) and the Local Offer is required to be published by all LAs to provide:

'a local offer of all services available to support disabled children and children of SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options to support families who need additional help to care for their child.'

As part of the SEND CoP (2014), Milton Keynes local authority has also devised a local offer.

This can be found on the following link:

<http://www.milton-keynes.gov.uk/schools-andlifelong-learning/send-local-offer>

Other Local Support Services:

Milton Keynes SEND Information, Advice and Support Service (SEND IAS) – 01908 254518

This is a service offering confidential and impartial information, advice and support to all families in Milton Keynes who have a child with special educational needs or disability.

Children and Families Practice Central – 01908 252696

This is a team of experienced staff offering early help and family based support and advice.

SEND Information Report Review

This report will be reviewed and updated on an annual basis.

This report will be reviewed and updated in **September 2019**.

Glossary of SEND abbreviations which parents/carers may find useful:

ADD	Attention Deficit Disorder
ADHD	Attention Deficit/Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
Asperger's Syndrome	Pupils on the autism spectrum, higher functioning
BDA	British Dyslexic Association
CAMHS	Child & Adolescent Mental Health Service
C & L	Cognition and Learning
C & I	Communication and Interaction
DCD	Development Co-ordination Difficulty. Also termed Dyspraxia
Dyscalculia	Pupils having difficulty in acquiring mathematical skills
Dyslexia	Pupils having a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas
Dyspraxia	Pupils with impairment of gross and fine motor skills
EAL	English as an additional Language
EHCP	Educational Health and Care Plan Legally enforceable document that describes the special educational and / or healthcare needs of the child and how these needs will be met
EMASS	Ethnic Minority Achievement Support Service
EPS	Educational Psychology Service
HI	Hearing Impaired
LA	Local Authority
MLD	Moderate Learning Difficulties. Pupils whose attainments are significantly below expected levels in most areas of the curriculum

MSI	Multi-Sensory Impairment. Pupils with complex visual and hearing difficulties
NASEN	National Association for Special Educational Needs
ODD	Oppositional Defiance Disorder
P Scales	Performance descriptors. A common basis for measuring the progress of pupils working up to level 1 in all subjects of the National Curriculum
PMLD	Profound and Multiple Learning Difficulties. Pupils with complex learning needs and other significant physical difficulties
Portage	Home-based pre-school education for children with development delay, disabilities or any other special educational needs
SALT	Speech and Language Therapist
SEMH	Social Emotional and Mental Health
SEND	Special Educational Needs and Disability
SENDIAS	Special Educational Needs and Disability Information Advice and Support Service (Parent Partnership)
SLCN	Speech, Language and Communication Needs
SpLD	Specific Learning Difficulties
SLCN	Speech, Language and Communication needs

Statement of Special Educational Needs

Legally enforceable document that describes the special educational needs of the child and how these needs will be met (gradually being replaced by **EHCP**)

Statutory Assessment Multi-disciplinary assessment by the LA of a child's educational need

VI Visually Impaired