



Sheffield Springs Academy

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Part of United Learning

Special Education Needs and Disability (SEND) 2024-2025

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Designated SENCO – Erica McCabe

SLT advocate for SEN: Christopher Howard

SENCo: Erica McCabe

Contact Details: erica.mccabe@sheffieldsprings.org Telephone: 0114 239 2631

Deputy SENCo: Astrid Griffiths

Contact Details: astrid.griffiths@sheffieldsprings.org Telephone: 0114 239 2631

SEN Governor: Jane Hobley

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1. Context

The Special Educational Needs and Disability (SEND) Policy is a key element of Sheffield Springs Academy's policy framework for supporting the needs of all children and young people between the ages of 11-18. Sheffield Springs Academy promotes the following ethos:

- Ensuring safety and security for all
- Maximising students well-being
- Removing barriers to opportunity and improving choice for all
- Responding to the improvements that students and parents say they want
- Planning for and investing in the future
- Encouraging partnerships, participation and contribution

Sheffield Springs Academy's policy for special educational needs and disability was last revised in 2022, in response to the Government's, **The SEND Code of Practice 0-25 (2015)**. The focus of this policy is upon the progress children and young people make throughout their school life and through transition into adulthood and promotes their well-being, learning and achievement.

School Admissions

- No pupil will be refused admission to school based on his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.
- Pupils whose Education, Health and Care (EHC) plan names the school will be admitted. The number of available places in Year 7 will be reduced accordingly.

2. Sheffield Springs Academy Vision and Aims

- All children and young people are valued equally and have the right to learn, achieve and participate fully in education and in the wider community regardless of their abilities and behaviours
- All children and young people are empowered so that their voice is heard and heeded in decisions made about themselves
- All parents and carers are partners in meeting the needs of their children
- All children and young people are entitled to have access to a broad balanced and relevant curriculum that is differentiated to meet individual learning styles, recognising personal strengths and needs
- The diversity of the needs of children and young people is recognised and met through a range of flexible, responsive and varied provision

3. Objectives

To identify and provide for students who have special educational needs and additional needs, within the guidance of the SEND Code of Practice, 2015

1.1 Inclusion is developed further by recognising that Sheffield Springs Academy and supporting services collectively provide for the needs of all children in the community, by:

- Working with children, young people, parents/carers, head teachers, governors, education staff, colleges and voluntary and statutory agencies, to embed inclusive practices
- Identifying and addressing with other statutory and voluntary agencies any barriers to inclusion that prevent a child or young person's placement in Sheffield Springs Academy
- Matching levels of support as closely and effectively as possible to the identified needs of children and young people and the development of inclusive provision for them
- Taking opportunities to improve and develop provision for children and young people with special educational needs, through extended services cluster working, behaviour improvement partnerships and education improvement partnerships

1.2 Effective assessment systems are operated as early as possible, in conjunction with other agencies, by:

- Encouraging parents/carers and Sheffield Springs Academy to work together to recognise and support children's special educational and disability needs at the earliest possible stage, drawing on external advice where necessary, and using delegated resources flexibly to make appropriate provision.
- Ensuring that Sheffield Springs Academy in liaison with other agencies, meet statutory obligations to children with special educational and disability needs and their families within the prescribed timescales
- Working with other agencies to implement the Family Common Assessment Framework (FCAF) as part of a coordinated and staged approach to early identification and intervention.

1.3 Resources are allocated and used efficiently, effectively and equitably by:

- Ensuring that consideration is given to children with special educational and disability needs in the development of Information Communication Technology (ICT) to support their learning

1.4 Partnerships with children, parents/carers and other stakeholders, work effectively by:

- Consulting and involving children, young people, parents/carers, voluntary and statutory agencies in the strategic planning, policy development and service delivery of inclusive SEND provision at Sheffield Springs Academy
- Providing integrated delivery of support for children, young people and their families through close collaboration with statutory and voluntary agencies and local/regional partnerships ensuring that advice and support is available for parents/carers and that they are informed about the SEND policy, special educational provision, the implementation of the SEND Code of Practice and statutory assessment processes
- Maintaining and improving parent/carer satisfaction, as indicated by the information gathered from SEND parental questionnaires and views shared at the annual SEND Parent Forum
- Making arrangements to ensure smooth transition when children transfer between schools
- Working closely with families, colleges and other agencies, to plan transition arrangements towards further education, training and/or employment
- Working closely with further education colleges to increase opportunities for young people with special educational needs to enjoy the benefits of a local college placement

4. Definition of Special Needs and Disability

Students have special educational needs if they have a *difficulty accessing the curriculum*, temporary or more long-term, which calls for *special educational provision* to be made for them.

Students have *difficulty accessing the curriculum* if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age.
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age.

These needs can be categorised in four key areas that may create barriers to learning:

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

The Equality Act (2010) defines a disabled person as someone who has: ***“a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day to day activities.”***

In the Act:

‘physical impairment’ includes sensory impairment

‘mental impairment’ includes learning difficulties as well as an impairment resulting from or consisting of a mental illness

Having an impairment does not of **itself** mean that a student is disabled. It is the effect on the student’s ability to carry out normal day to day activities that have to be considered.

The above relates to a ‘substantial’ and ‘long-term’ negative effect on their ability to do normal daily activities. ‘Substantial’ is more than minor or trivial - e.g. it takes much longer than it usually would to complete a daily task like getting dressed. ‘Long-term’ means 12 months or more - e.g. a breathing condition that develops as a result of a lung infection. A progressive condition is a condition that gets worse over time. People with progressive conditions can be classed as disabled.

‘Special educational provision’ is defined as:

- (a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.
- (b) for children under two, educational provision of any kind.

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Lack of adequate progress may be indicated by:

1. Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
2. Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
3. Presenting persistent emotional and / or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
4. Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.

5. Poor communication or interaction, requiring specific interactions and adaptations to access learning.

The following are not SEN but may impact on progress and attainment;

*Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN):

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Identifying behaviour as a need is not an acceptable way of describing SEN. Concerns relating to behaviour will be described as an underlying response to a need.

5. Discrimination arising from disability (Equality Act 2010)

A person (a) discriminates against a disabled person (b) if:

- a treats b unfavourably because of something arising in consequence of b’s disability and
- a cannot show that the treatment is a proportionate means of achieving a legitimate aim

The Equality Act also provides rights for people not to be directly discriminated against or harassed because they have an association with a disabled person. This can apply to a carer or parent of a disabled person. In addition, people must not be directly discriminated against or harassed because they are wrongly perceived to be disabled.

More information about the Equality Act, and how you can obtain copies of the Act, can be found on the Government Equalities Office website:

<https://www.gov.uk/society-and-culture/equality>

6. Curriculum Support (Provision) is achieved by:

1. Identifying and assessing individual student's needs.
2. Reporting of students' needs to all members of Academy staff.
3. Providing an appropriate curriculum, taking into account;:
 - National Curriculum and examination syllabuses
 - Continuity and progression
 - Curriculum area development plans.
4. Delivering an appropriate curriculum, taking into account:
 - Suitable teaching materials
 - Effective, differentiated teaching strategies
 - A supportive learning environment
 - Encouraging a positive self-image.
5. Providing learning support through:
 - Curriculum development
 - Support teaching
 - Bespoke training and CPD opportunities
 - INSET
6. Using outside agencies where necessary and appropriate.

7. Monitoring individual progress and making revisions where necessary.
8. Ensuring that parents / carers understand the process and involving them in the support of their child's learning.
9. Encouraging students with SEN/D to actively participate in all decision making processes and contributing to the assessment of their needs, meetings and transition process.
10. Making regular reports to governors regarding SEN/D issues to raise awareness and to aid implementation of processes and procedures.
11. Teaching Assistants and teachers collaborating effectively and understanding their duties and responsibilities

Accessibility

Statutory Responsibilities

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled students and to implement their plans.

Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.

The Academy is fully accessible to all staff and students. There is a lift and accessible toilet facilities throughout the Academy.

Teaching and learning and the wider curriculum of the Academy such as participation in after-school clubs, leisure and cultural activities or school visits are available to all students in the Academy.

Physical aids to access education are provided on a needs basis.

Parents and carers can contact key staff easily. There is an open door policy and staff are available to meet with parents by appointment.

7. A Graduated Response to SEN Support

Special Educational Provision at Sheffield Springs Academy

Subject teachers are responsible and accountable for the progress and development in their classes, including where students access support from specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional support cannot compensate for the lack of good quality teaching. Reviews of the quality of teaching should include teacher's understanding of strategies to support vulnerable students.

In deciding whether a student has SEN, information should be gathered on students' progress (alongside national and expected progress levels) and from parents and/or carers, teachers and the students.

Additional information, such as private assessments, will not be the main data used, as this is not available for all students, but will be used in conjunction with our own data.

A student's level of SEND need will be recorded on Arbour.

Support will be prioritised to students with an EHCP.

8. SEN Support at Sheffield Springs Academy

Where a student is identified as having SEND, action should be taken to remove the barriers to learning. This support should take a four –part cycle. This is known as the 'graduated approach'.

The four parts to the cycle are: Assess, Plan, Do, Review.

All students identified as SEND support will have an individual and personalised 1-page-Profile. Profiles will be available to all staff via the shared information drive. Copies of My Plans and EHCPs are also available to staff via the shared drive.

All students who are identified as having SEND will have a termly meeting between the Academy, parents/carers and the student to review the plans. These meetings will set clear outcomes, review progress towards them, discuss the support that will be given to help the student achieve the outcomes and identify the responsibility of the parent, student and Academy. These meetings will be led by a colleague who has a good knowledge and understanding of the student.

Involving specialists

Where a student continues to make less than expected progress due to their SEND, despite the use of evidence based approaches and well matched interventions, we will consider the use of specialist staff, either through the Local Authority or other outside agencies. At any point where a specialist is involved, parents/carers will be fully involved in the process.

9. Primary Liaison

Feeder primary schools are visited / contacted throughout the year prior to transfer. Any student identified as having a "learning difficulty" and who is on SEN Support or has an EHC plan referred to the SENCo. Contact is then made with the primary school and parents/carers. The LA notifies the Academy about students who are transferring with EHC plans in the spring of their year 6.

Where practicable, the SENCo attends their Annual Review to ensure a smooth transition is made. Relevant information is disseminated to teaching staff before transfer, and/or the start of our early risers programme.

10. Managing students' needs on the SEN register

Provision

Teaching students with SEN/D is a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at Sheffield Springs Academy learn and progress through these differentiated arrangements.

A Graduated Response is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENCo but will be planned and delivered by teaching and support staff.

Wave 1 – Quality first teaching by all staff.

Wave 2 – Is initiated where students have failed to make adequate progress. This may include smaller group sessions, in class support, session 6, additional staff training.

Wave 3 – Where students fail to make adequate progress, despite additional provision at wave 2, the academy seeks advice and involvement from external support services.

The strategies that will be employed at Wave 2, Wave 3 and for students with EHC plans are recorded on the student's 1-page-profile and are identified as SEN support on the SEN register. The plans reflect provision that is additional to, or different from, normal differentiated provision.

Contents of the 1-page-profiles includes:

- a) Access Arrangement information
- b) Teaching strategies to be used
- c) Additional provision to be put in place

- d) Data referring to attainment and specific needs.
- e) Outlining the steps they have taken to help students achieve their targets
- f) Current assessment information
- g) Observations
- h) How well the targets have been achieved
- i) Future concerns / targets

The 1-page-profile is communicated to all staff who support the student's learning, and to the parents or carers and the student.

The 1-page-profile forms part of the formal review process. Formal reviews take place termly. Prior to the review, teaching staff return a completed review sheet and during the meeting new targets are formulated.

11. Provision of Curriculum Support

The Special Educational Needs curriculum area can help subject areas in the following ways (although this is not an exhaustive list):

a) Curriculum development:

- i) Planning with individual members of staff /curriculum areas.
- ii) Selection / design and preparation of suitable materials.
- iii) Selection / design of teaching strategies.

b) Support teaching:

This is achieved by working collaboratively with a subject teacher. The SENCo can assist by:

- i) Support in the planning of appropriate programmes of work.
- ii) Preparation of relevant and differentiated materials.
- iii) Team and individual teaching.
- iv) Helping to facilitate a wide range of teaching and learning styles.
- v) Evaluating and reviewing what has been achieved.

c) Withdrawal

Some students with special educational needs may be withdrawn 1:1 or within small group sessions or to use technological support; the withdrawal of students is kept to a minimum.

d) In-service Training

- i) The SENCo provides INSET for NQTs and other new staff at the Academy on Code of Practice procedures
- ii) Individual curriculum areas can ask for INSET from the SENCo as required, for specific purposes or generic training.
- iii) Whole-school INSET, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.

e) Allocation of Resources

The Academy is funded to meet the needs of all their students through its core budget but is additionally funded to support provision for SEND through:

- i) Deprivation and underachievement factors, based on the number of students receiving free meals and those underachieving on entry.
- ii) Funding for specific students to meet their assessed needs.
- iii) Delegated and designated budgets.
- iv) Also, in some part, the Pupil Premium.

12. Criteria for exiting the SEN register/ record

For many students, Special Education Needs can be short term and with intervention at the appropriate point they may overcome their difficulties. Where specific planned provision has been successful and accelerated progress has been made, so that the student is working within national expectations, then they should be removed from the SEN register.

13. Personal Budgets

Those eligible for EHC Plans, or their parents or carers, will have the right to access a personal budget to fund the specialist services they require.

14. Local Offer

Under the new legislation, Local Authorities are required to publish detailed information of the support available in their area. This is known as the 'Local Offer' and provision may vary according to local need. For more information on the Local Offer please visit:

<http://www.sheffielddirectory.org.uk/kb5/sheffield/fsd/localoffer.page>

15. Mediation

Young people with an Education Health and Care Plan will have a new legal right to express a preference for state academies, free schools and further education colleges (previously limited to maintained mainstream and special schools).

16. What is an Education, Health Care Plan (EHCP)?

An EHCP is a formal legal document which describes a child's education, health and care needs and sets out the provision required to meet those needs. A plan that ensures each individual has coordinated support across Education, Health and other agencies. It will detail the education, health and social care support that is to be provided to a young person who has a special educational need or disability.

It is drawn up by the local authority after an Education, Health and Care Needs Assessment of the young person has determined that a Plan is necessary, and after consultation with relevant partner agencies.

17. Should my child have an EHCP?

If a child has a special need and is not making progress despite high quality teaching and a well delivered evidence based intervention, then he/she should be entitled to an *Education, Health and Care assessment*. The legal test of when a child or young person requires an Education, Health and Care Plan remains the same as that for a statement under the Education Act 1996.

Parents of children and young people who have an Education, Health and Care Plan have a right to ask for a particular school or college to be named in the Plan and for a personal budget for their support.

18. What if my child has a special need but does not qualify for an Education Health and Care Plan?

Each school would support children from mild to moderate learning difficulties through the school's support system.

The Head teacher will still ensure teachers deliver a similar 'graduated approach' using an appropriate and effective system and monitoring programme.

19. MyPlan/Extended Support Plan

A MyPlan/Extended Support Plan is a non-statutory document, owned by the educational settings, produced in partnership with the child/young person, their family and other professionals working with the child/young person. Like an EHCP, it uses person-centred approach to support young people. It differs from an EHCP in that it is not legally binding, and is issued and maintained by the school setting instead of the local authority.

20. Roles and Responsibilities

The Governing Body

The Governing Body, in cooperation with the Principal, determine the Academy's general policy and approach to provision for children with SEND. The Governing Body must report to parents annually on the school's policy on SEND. The Governing Body will nominate one governor with responsibility for SEND. The SEND governor will liaise regularly with the SENCo and report back to the full governing body.

The Principal

The Principal has responsibility for the day to day management of all aspects of the Academy's work, including provision for children with SEND. The Principal should keep the governing body fully informed and also work closely with the SENCO.

The SENCO

The SENCo in collaboration with the Principal and Governing Body plays a key role in determining the strategic development of the SEN policy and provision in the Academy, in order to raise the achievement of children with SEN. Key responsibilities are:

- Overseeing the day to day operation of the Academy's SEND policy
- Coordinating provision for children with Special Educational Needs and Disabilities
- Liaising with and advising other teachers
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies

The Teaching Staff

All teachers actively seek to adapt the curriculum to meet the needs of students with SEND. All teachers are aware of the procedures for identifying, assessing and making provision for students with SEND, and are actively involved in the review process.

Dealing with complaints

Initially, all complaints from parents or carers about their child's provision are made to the Head of Year or SENCo, who follows this up with relevant staff. However, if a parent or carer is not satisfied with the response given, the Complaints Policy (available on the Academy website) may be followed.

