



# NORTH BIRMINGHAM ACADEMY

## Special Educational Needs and Disabilities Policy

### Section 1 – Introduction

- 1.1 The Academy provides a broad and balanced curriculum for all students. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of students. When planning, teachers set suitable learning challenges and respond to students' diverse learning needs. Some students have barriers to learning that mean they have special needs and require particular action by the academy.
- 1.2 These requirements are likely to arise as a consequence of a student having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of students and thus enable them to participate effectively in curriculum and assessment activities. Such students may need additional help or different help from that given to other students of the same age.
- 1.3 Students may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for students with special educational needs takes account of the type and extent of the difficulty experienced by the student.
- 1.4 The Disability Discrimination Act identifies the fact that some students with disabilities may have learning difficulties that call for special educational provision. However, not all students defined as disabled will require this provision. A student with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each student as required, and make the appropriate provision, based on their identified needs.

### Section 2 – Aims and Objectives

- 2.1 The aims and objectives of this policy are to:
  - “enable pupils with special educational needs (SEN) to reach their full potential, to be included fully in their school communities and make a successful transition to adulthood” (Code of Practice for Special Educational Needs)
  - identify and break down possible barriers to learning;
  - create an environment that meets the special educational needs of each student;
  - ensure that the special educational needs and disabilities of students are identified, assessed and provided for;
  - make clear the expectations of all partners in the process;
  - identify the roles and responsibilities of staff in providing for students' special educational needs;

- ensure that all students have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities;
- ensure that parents are able to play their part in supporting their child's education;
- make sure that the principles of Every Child Matters are met;
- offer high quality support to ensure that all needs are met;
- ensure that student voice is integral to this process.

### **Section 3 – Admissions and Inclusion**

3.1 Students with SEND are admitted to the Academy on the same basis as any other child. The Governing Body uses the LA admissions criteria.

### **Section 4 – Specialist Provision**

4.1 The Academy has a Hearing Impaired Resource Base and Learning Support Service. The Academy has special facilities for hearing impaired students. Students needing to use these facilities usually have a statement of SEND and are placed by the LA.

### **Section 5 – Roles and Responsibilities**

5.1 Every teacher is a teacher of special educational needs and disabilities and will differentiate the curriculum to meet the needs of all students. All staff should be involved in developing the Academy's SEND policy and should be made aware of the procedures of identifying, assessing and making provision for students with SEND.

5.2 SEND Staff include:

- Access to Learning Manager
- SENCO – Ms. K. Robottom
- HLTA – Mrs. J. Smith
- ECM Manager – Ms. L. Wilson
- Lead Behaviour Practitioner – Mr. D. Higgins

5.3 The Access to Learning Manager/SENCO, in collaboration with the Head Teacher and governing body, plays a key role in helping to determine the strategic development of the SEND policy and provision in the Academy, in order to raise the achievement of students with SEND. The key responsibilities of the Access to Learning Manager/SENCO may include:

- overseeing the day-to-day operation of the Academy's SEND policy;
- liaising with and advising fellow teachers;
- liaising with the ECM team and Lead Behaviour Practitioner;
- managing the teaching assistants;
- co-ordinating provision for the students with special educational needs and disabilities;
- overseeing the records of all students with special educational needs and disabilities;
- contributing to the training of staff;

- liaising with parents and carers of children with special educational needs and disabilities;
- liaising with external agencies including the Pupil in School Support Services, Behaviour Support Services, Educational Psychology Services, the School Nurse and the Connexions PA.

5.3 The Academy governing body has specific responsibility to:

- do its best to ensure that the necessary provision is made for any student who has special educational needs and disabilities;
- ensure that students' needs are made known to all who are likely to teach them;
- ensure that teachers in the Academy are aware of the importance of identifying, and providing for, those students who have special education needs and disabilities;
- consult the LA when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- ensure that a student with special educational needs and disabilities joins in the activities of the Academy alongside students who do not have special educational needs, so far as is reasonably practical. This process must ensure that each student receives the special educational provision their learning needs call for, the efficient education of the students with whom they are educated and the efficient use of resources
- ensure that parents/carers are notified of a decision by the Academy that SEND provision is being made for their child.

5.4 In doing so governors will have regard to the Special Educational Needs Code of Practice and the Disability Rights Code of Practice for academies. Governors will report to parents/carers annually on the implementation of the SEND policy. This may reflect the success criteria noted on the last SEND policy.

5.5 Teaching Assistants have responsibility to support students with special educational needs and disabilities. This may be done in a variety of ways including:

- supporting students in the classroom via departments;
- withdrawal of groups for interventions such as anger management and reading recovery;
- reviewing and writing IEPs and IBPs;
- differentiating resources;
- supporting staff through advice, classroom support, in-service training and liaison with pastoral or subject staff;

5.6 The Higher Level Teaching Assistant has responsibility for:

- supporting in Mathematics lessons;
- the teaching and learning of students within the Learning Support Centre through liaising with the Access to Learning Manager/SENCO and Vice Principal responsible for Teaching and Learning ;

- liaising with PALS, HOZ and Filter Panel in identifying, supporting and re-integrating students from the Learning Support Centre;
- Working with the Access to Learning Manager/SENCO in developing the CPD of the teaching assistants

5.7 The SEN administrator has responsibility to:

- support the Access to Learning Manager/SENCO in completing any paperwork
- provide the SEND team with reports, including the use of the Academy's data system
- support the SENCO in completing the SEND audit and CRISP
- liaise with the parents of students with SEND
- liaise with external agencies
- ensure referrals are processed

## **Section 6 – Provision**

6.1 Students with special educational needs and disabilities are placed on the Special Needs Register at School Action, School Action Plus or Statement of SEN. Staff at North Birmingham Academy respond to student needs in a variety of ways, depending on student need and their position on the register.

6.2 The SEND team works with staff to ensure that those students who may need additional or different support are identified at an early stage. All staff take responsibility for identifying students with special educational needs and for noting any concerns with the SENCO. Students are only identified as having special educational needs if additional or different action is being taken. The range of support that each student receives will depend on their individual needs. Students make progress at different rates and their progress is regularly monitored and reviewed. All students will receive help through differentiation but if the student does not make adequate progress, the Academy will do more to help.

6.3 At School Action, the student will receive help that is either extrinsic addition to and/or different from the help that the Academy usually gives students through differentiation. If there are concerns that the students are not making adequate progress, the class teacher will refer the student to the SEND administrator. The SEND team will gather information from the student, parents/carers, class teachers, group tutor, subject teachers and Progress and Aspirational Leaders. This information will help the Academy to decide what help may be needed. This will be recorded in an Individual Education Plan (IEP) or Individual Behaviour Plan (IBP). The IEP or IBP will only record that which is additional to, or different from, the differentiated curriculum and will focus on three or four individual targets that meet the student's needs.

The delivery of the interventions recorded in the IEP and IBP are the responsibility of the class/subject teacher/form tutor. The IEP will be reviewed every term and the outcomes will be recorded. Students will participate fully in the review process according to their age and abilities. Parents/carers will also be invited to participate in

the target-setting and review process. Support available to students through School Action includes:

- placing students in sets that closely match their ability (across some subjects). Subject teachers will differentiate materials to cater for students' needs.
- the timetabling of additional staff to improve staff/student ratios and support lower ability groups

6.4 If the student does not make adequate progress as a result of School Action support, the Academy may seek further advice and support from other specialists e.g. Pupil and School Support Service, Educational Psychologists and Behaviour Support Services. Reading and numeracy recovery programmes may also be put into place. Students and parents/carers will be fully involved and kept informed about the involvement of external agencies and proposed interventions. The range of support available at School Action Plus will be more intensive, individualised and sustained. Advice from outside professionals will be incorporated into the Individual Education Plan and these professionals will be invited to contribute to the monitoring and review of progress. The Individual Education Plan will have fresh targets and strategies which should be implemented at least in part in the normal classroom setting. If a student demonstrates significant cause for concern, the Academy may request a statutory assessment. Whilst the statutory assessment is being carried out, the student will receive School Action Plus High Focus Provision.

6.5 A number of students may have a statement of SEND. In addition to the regular review of their IEPs, their progress and the specific support outlined in their statement will be reviewed annually and a report provided for the Local Authority. When students are due to transfer to another phase, planning for this will be started in the year prior to the year of transfer. The academy will liaise with the Connexions Service and other agencies to arrange Transition Plans for students with Statements (and other students with SEND who may benefit from Transition Planning) in Year 9, and will ensure that these Transition Plans are reviewed annually as part of the Annual Review Process.

6.6 For students in the Hearing Impaired Resource Base a range of specialist provision is provided:

- support from Teachers of the Deaf or Special Academies Assistant in mainstream lessons.
- in some cases, withdrawal to work with Teachers of the Deaf either in small groups or on a one to one basis.
- audiological support
- support with transport needs if North Birmingham Academy is not their local academy.

6.7 If a student makes sufficient progress a statement may be discontinued by the Local Authority.

## **Section 7 – Identification**

7.1 In order to work successfully with students who have special needs and disabilities it is important that their needs are identified as early as possible. In order to achieve this we have certain procedures in place:

- the Academy will liaise with feeder primary schools to collect information about each student before they arrive at North Birmingham Academy. This will include SATs results, Teacher Assessment and where a child is placed on the SEND register;
- students will be base line tested in English and Mathematics when they arrive at the Academy;
- if at any time a teacher is concerned about a particular student they are referred to the SEND administrator;
- parents/carers, health visitors or other professionals may raise concerns about a student's learning difficulties; these will be fully explored by a member of the SEND team and feedback given.

## **Section 8 – External Agencies**

8.1 The school liaises with Connexions to ensure advanced planning for appropriate options for students in Year 9 and 11. The Academy works with the Connexions Service and other agencies to arrange Transition Plans for students with Statements (and other students with SEN who may benefit from Transition Planning) in Year 9 and 11. Transition Plans are reviewed annually as part of the Annual Review process.

8.2 External services play an important part in supporting the Academy to identify, assess and make provision for students with special education needs. The Academy receives advice and support from Education Welfare Officers, Educational Psychologist, Pupil in School Support, Behaviour Support Services, the school nurse, the Visual Impairment services and the Communication and Autism Team.

## Section 9 – Parent Policy

- 9.1 *Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.'* (Code of Practice for Special Educational Needs)
- 9.2 If parents have any concerns they should contact the Academy. Parents can contact the Access to Learning Manager/SENCO at any time via the SEND Office and will have the opportunity to talk confidentially about their concerns.
- 9.3 The Academy may decide to make home visits where appropriate. The SEND department aims to make parents' visits to the Academy as comfortable as possible. Meetings will take place in a private area of the Academy and refreshments will be provided where possible. The SEND department will be as flexible as possible in arranging meeting times, for example offering an early or late appointment. Parents will be given advanced notice, where possible, regarding meetings; the Academy will also make a reminder telephone call nearer the meeting date.
- 9.4 The SEND Department will, from time to time, seek parents' views on SEND provision through telephone calls, questionnaires, letters and also during review meetings which are held once a term. Individually the views of parents will remain anonymous, however the Governing Body will report back annually to parents any general or significant outcomes.
- 9.5 The SEND Department will also seek views of parents through a SEND parents' forum through liaison with the Academy's family support worker. The actions taken as a result of the views expressed by the parents at this meeting will be communicated via letter to all parents of pupils with special educational needs and disabilities.
- 9.6 The SEND Department will ensure that all letters and information sent to parents will be accessible and jargon free.
- 9.7 The SEND Department offers support on a range of services and will ensure that parents know who is working with their child both from within the Academy or with the Support Services and other partners.
- 9.8 The Academy welcomes support from parents, therefore support will also be offered and advice given on how parents can support learning at home.
- 9.9 Should parents or carers feel that the department has not met the needs of their child then they should contact the SEND office as soon as possible to lodge their

complaint. The Access to Learning Manager/SENCO or a Teaching Assistant (TA) will respond within twenty four hours.

## **Section 10 – Pupil Participation**

- 10.1 In our Academy, we encourage children to take responsibility and to make decisions. This is part of the culture of our Academy and relates to children of all ages.
- 10.2 Children are involved in setting targets in their IEPs and IBPs and in the termly IEP and IBP review meetings. Children are encouraged to make judgements about their own performance against their IEP and IBP targets.
- 10.3 The SEND department will seek the views of students on the SEND register through questionnaires and the SEND Support for Students Forum.

## **Section 11 – Monitoring and Evaluation**

- 11.1 The Access to Learning Manager/SENCO monitors the movement of children within the SEND system in school. The Access to Learning Manager/SENCO provides staff and governors with summaries of the impact of the policy on the practice of the school.
- 11.2 The Academy's data system will be utilised to monitor progress and plan interventions.
- 11.3 IEPs, IBPs and statements will be reviewed regularly through liaison with staff.
- 11.4 An Academy wide provision map will enable interventions to be monitored and evaluated.
- 11.5 Monitoring and evaluation will be conducted through liaison with the filter panel
- 11.6 Monitoring and evaluation will be part of the Access to Learning Manager's /SENCO's monthly meetings with HOZ and the Zone meetings that the Access to Learning Manager/SENCO attends.

## Appendix 1

The following legislation and guidance is also relevant to this policy:

Education Act 1996	<i>This legislation is amended by the SEN and Disability Act 2001. the SEN Code incorporates references to relevant section of the Act.</i>
School Standards and Framework Act 1998	<i>Section 42 requires that governing body's annual report includes information on the implementation of the SEN policy.</i>
SEN and Disability Act 2001	<i>Amends both the education Act 1996 and the Disability Discrimination Act 1995</i>
Revised Code of Practice on the identification and assessment of special educational needs	<i>November 2001</i>
SEN toolkit	<i>2001</i>
Inclusive schooling – students with special educational needs	<i>2001</i>
The Education (SEN) (England) Regulation 2001	<i>Annex A of SEN Code sets out what must be included in the SEN policy</i>
The Education (SEN) (Information) (England) Regulations 1999	<i>1999</i>
The Special Educational Needs (Provision of information by Local Education Authorities) (England) Regulations 2001	<i>2001</i> <i>Sets out LEA's duties to publish information on funding, SEN policy and specific action being taken on SEN issues</i>
Disability Discrimination Act 1995	<i>As amended by SEN and Disability Act 2001</i>

Draft Disability Rights Code of Practice

*Draft for consultation available on the  
DRC website at [www.drc-gb.org](http://www.drc-gb.org)*

*Code expected to come into force from  
September 2002*

## Appendix 2

### ***Code of Practice Definition of Special Educational Needs***

For the purposes of this policy we have used the term Special Educational Needs as defined by the Code of Practice.

- A child has special educational needs if he or she has a learning difficulty that calls for special educational provision to be made for him or her. (*Code of Practice D.F.E. 1993*)

Students have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of students of the same age; or
- b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for students of the same age in academies within the area of the local education authority
- c) are under compulsory academy age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Students must not be regarded as having a difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

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

See section 312, Education Act 1996.

**Definition of Disability**

‘A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed’

See section 17 (11), Students Act 1989

‘A person has a disability for the purposes of this Act if he 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’

See section 1(1), Disability Discrimination Act 1995

It would be noted that students may fall within one or more of these definition. Students with a disability will have special educational needs if they have any difficulty accessing education and if they need any special education provision made for them.

**Approved by NBA Governors** .....

**Date of Next Review:** .....

**Lead Manager:** .....