

Special Educational Needs and Disabilities (SEND) Policy

Introduction

This SEND Policy details how the University Academy of Engineering South Bank (UAESB) will do its best to ensure that the necessary provision is made for any student who has special educational needs or disabilities and those needs are made known to all who are likely to teach them. UAESB will use its best endeavours to ensure that teachers in the UAESB are able to identify and provide for those students who have special educational needs; to allow these students to join in the activities of the school, together with students who do not have special educational needs or disabilities, so far as is reasonably practical and compatible with the student receiving the special educational provision and the efficient education of the students with whom they are educated.

Employees and Governors of UAESB will endeavour to ensure that all SEND students make good progress, are fully included within the UAESB community and are able to make successful transfers between educational establishments. This policy aims to support all employees in providing positive whole Academy approaches towards the learning, progress and achievement of SEND students. All teachers are teachers of SEND students. Teaching and supporting such students requires a whole UAESB response.

Meeting the needs of SEND students requires partnership working with all those involved; Southwark Local Authority, UAESB, parent and carers, students, children's services and all other agencies.

UAESB is committed to welcoming all students. Adjustments will be made where necessary and where possible to enable all students for whom UAESB is the best placement, to access lessons and social time as freely as possible. Needs and adjustments will be considered on an individual basis.

Aims

UAESB aims to ensure that:

- Teachers are aware of the importance of early identification and of providing for SEND students whom they teach.
- SEND students will have their needs met.
- The views of the students are sought and taken into account.
- Partnership with families plays a key role in supporting their child's education. UAESB will endeavour to support families through the process of transition and adjustment.
- SEND students are offered full access to a broad, balanced 14-19 pathway in all learning areas. See **Appendix B** for further information on how curriculum is supported.

- SEND students have full access to all UAESB activities so far as it is reasonably practical and relates to the student's needs.
- We work in partnership with external agencies to meet the needs of the student.
- There is a smooth transition at each transition stage for the student.

UAESB will:

- Inform the student's families that special educational provision is being made for them because they have SEND (i.e. they are being supported at SEND Support or have an EHCP).
- Ensure that parents and carers have knowledge about the SEND provision that the UAESB makes.
- Ensure that parents and carers are able to make their views known about how their child is educated and have access to information, support and advice regarding their child's SEND.
- Ensure that teachers in the UAESB are aware of the importance of identifying and providing for those students who have SEND.
- Ensure that a student with SEND joins in the activities at UAESB together with students who do not have SEND.
- Have a written SEND policy.

Definition of SEND

Students have special educational needs if they have a difficulty which calls for special education provision to be made for them e.g. which is in addition to or different from areas differentiated curriculum plans. UAESB regards students as having a SEND if they:

- Have a significantly greater difficulty in learning than the majority of students of the same age.
- Have a disability which prevents or hinders students from making use of educational facilities of a kind generally provided for students/young people of the same age in schools within the area served by the LA.

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

Identification, Assessment and Provision

Last review: December 2018

Next review date: December 2019

Graduated response

UAESB will adopt a graduated response to meeting special educational needs that requires the initial use of classroom and UAESB resources before bringing specialist expertise to bear on the difficulties that a student is experiencing. When a student is identified as having special educational needs, UAESB will intervene as described below in SEND Support and EHCP. Such interventions are a means of helping UAESB and families match special educational provision to individual student needs.

Early Concerns

The progress made by all students is regularly monitored and reviewed. Initially, concerns registered by teachers, families or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used and progress made. All staff can email SEND@uaesouthbank.org.uk with any learning concerns for all students. See **Appendix A** for how students' needs are defined.

SEND Support

A student is at SEND support when they are identified as needing provision additional to or different from that provided as part of normal class activities. The triggers for intervention will be concern, backed by evidence, about a student who, despite receiving differentiated learning opportunities, makes:

- Little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques employed by UAESB.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and / or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases outside professionals from health or children's services may already be involved with the student. Where these professionals are not already working with UAESB, the SENDCO will contact them having discussed the situation with the parents and carers. The SEND team will further assess the student and support for the individual will be discussed and action taken. A Personal Learning Plan (PLP) will be written.

As the result of a PLP review meeting the decision may be taken by the SEND team, in consultation with the parents or carers and student, to involve external support services provided by the LA and / or other agencies. These agencies will provide advice on setting appropriate PLPs and the use of new or specialist strategies or materials. They may administer more specialist assessments that can inform the planning and measurement of the student's progress. In some cases they will provide support for

Last review: December 2018

Next review date: December 2019

particular activities.

The triggers for SEND Support could be that despite receiving support under SEND Support the student:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of students of a similar age.
- Continues to have difficulty developing literacy and mathematics skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the student's own learning or that of class groups, despite having an individualised programmes.
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service.
- Has communication and / or interaction difficulty that impede the development of social relationships and cause a substantial barrier to learning.

Educational Health and Care Plan (EHCP)

In a very few cases, if a student continues to demonstrate significant cause for concern despite interventions at SEND Support, a request may be made to the Local Authority for Statutory Assessment (EHCP).

This will decide the nature of the provision necessary to meet the student's SEND. If this cannot reasonably be met by UAESB, then the LA may provide extra resources. In exceptional circumstances, a child may be referred straight to Statutory Assessment for an EHCP. Where a request for a statutory assessment is made to Southwark Council, the student will have demonstrated significant cause for concern and the UAESB will provide written evidence to the LA detailing:

- UAESB's action through SEND Support
- Personal Learning Plans for the student
- Records of regular reviews and their outcomes
- The student's health including the student's medical history where relevant
- National Curriculum levels attainments in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents and carers and of the student
- Involvement of other professionals, for example involvement by the social services

Last review: December 2018

Next review date: December 2019

or education welfare service.

Assessment, Planning and Review

Identification

SEND students may be identified through teacher observations and assessment, standardised assessments (Baseline, Key Stage 2 tests, etc.) progress checklists, target setting, families concerns or the students own observations or by external agencies. Areas of need are identified and prioritised and become the basis of the PLP. Staff can email SEND@uaesouthbank.org.uk with any concerns or simply speak with our SENDCO.

Personal Learning Plan (PLP)

PLPs include 3 or 4 (and no more) short realistic and measurable targets related to the area of concern, suggested strategies to be used by teacher, Learning Assistants, families and student and the date the provision starts. The PLP should include information about:

- The short-term targets set for or by the student
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes (to be recorded when PLP is reviewed)

Review Process

PLPs are reviewed at least twice a year, with input from the student, families, teachers, Learning Assistants and outside agencies. Students with an EHCP have set short term targets which have been established after consultation with the parents and carers and the individual student and include targets identified in the statement of SEND. These targets will be set out in the PLP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions will continue to be the responsibility of the form and subject tutors. All EHCPs will be reviewed annually with the review taking place in the Academy. The parents and carers, the student and involved professionals will be invited to consider the progress made by the student in achieving targets set and whether any amendments need to be made to the statement. Students participate in their Reviews by:

- Attending their review meetings
- Offering their opinion and advice in the setting of targets
- Discussing their achievements / concerns / issues in advance of the review meeting with parents and carers or others as appropriate.

The SENDCO and reviewing LA will then discuss the outcome of the UAESB review and inform the LA

Last review: December 2018

Next review date: December 2019

representatives. At the Review at the end of KS4 the aim should be to give clear recommendations as to the type of provision required Post 16.

The Role of the Board of Governors

Governors have responsibility for the strategic overview and the implementation of the SEND Policy. The day-to-day management and organisation of SEND at UAESB is the responsibility of the Principal, SENDCO in conjunction with the support of colleagues in the UAESB. Governors will make sure that they are fully involved and will undertake review and monitoring of UAESB's SEND Policy. All governors will ensure that they are up to date and knowledgeable about UAESB's SEND provision.

The Role of the SENDCO

- In collaboration with the Principal, Assistant Vice- Principal and CEO of the Trust, determine the strategic development of the SEND policy and provision at UAESB with the ultimate aim of raising the achievement of students with SEND need.
- Collaborating with SENDCOs in partner schools in order to facilitate joint policies, and ensure the maximisation of expertise, resources and mutual support.
- Liaising with and advising colleagues on all matters relating to SEND.
- Contributing to the continuing development and training of school employees.
- Overseeing the review and maintenance of EHC Plans and records for all SEND students.
- Overseeing the day-to-day operation of UAESB's SEND Policy.
- Co-ordinating provision for SEND students.
- Managing the Assistant SENDCO and the SEN administrator. Supporting the SENDCO in their management of the SEND team of LAs and HLLAs on a daily basis.
- Liaising with and advising colleagues on all matters relating to SEND.
- Organising and maintaining the records of all SEND students.
- Liaising with parents and carers of SEND students in co-operation with Community Leaders and teachers, Learning Assistants and others as appropriate.
- Contributing to the continuing development and training of UAESB employees.
- Liaising with external agencies including the LA officer with responsibility for SEND and the educational psychology service, health and children's services, voluntary bodies and others as relevant/appropriate.
- Regularly reviewing and updating the Academy SEND offer publicised on the Academy website.

Last review: December 2018

Next review date: December 2019

This policy has been written with reference to the guidance from relevant government documentation:

- Special educational needs and disability code of practice: 0 to 25 years government consultation response January 2015
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Monitoring and Evaluation

The Executive Head of the Trust, Assistant Vice -Principal and Principal will monitor the operation and effectiveness of the UAESB's SEND Policy.

Appendix A

How students' needs are determined:

Information from primary schools, teachers, reading assessments and CAT assessments are initially used to identify students who may then be assessed for specific SEN support in lessons and through extracted group and 1 to 1 sessions.

Challenging Behaviour

Students who present with challenging behaviours and have failed to respond to the interventions, sanctions and actions of the Student services team may be referred by them to the SENDCO. Advice may also be sought from the educational psychologist and the HLLA for social, emotional and mental health needs (SEMH). A range of sanctions is also applied as appropriate (see Behaviour for Learning Policy).

Students who have social emotional and mental health difficulties which substantially and regularly interfere with their own learning or that of a group, despite having an individualised behaviour management programme receive support. This may include support from the educational psychologist, HLLA for SEMH, school councillor or referral to the Southwark Early Help team for emotional and mental health difficulties.

Cognitive difficulties

Students having such difficulties and performing at levels substantially below that expected of students of a similar age are assessed by our SENDCO and then if necessary for assessment by the educational psychologist. The school will implement an individual learning programme based on the advice received.

Speech and Language Needs

Students identified as having speech and language difficulties will receive support in line with advice received from the Speech and Language therapist. Students suspected of having needs in this area will be referred for specialist assessment. An individual learning plan will be implemented in line with advice received.

Appendix B

Arrangements for access to a broad and balanced curriculum, including National Curriculum:

All departments are required to differentiate their curriculum and to facilitate access for all students. Opportunities may exist for specific reinforcement or skill development activities. These may include reference to literacy, numeracy and ICT.

Where appropriate, students are further helped to access the curriculum through in-class support by learning support assistants, teaching assistants and /or small group work. They may also be withdrawn for small group work.

Special arrangements are made for internal and external examinations to enable SEND students to access examination papers appropriate to their ability.

This may include:

A Reader

A Scribe

Extra time

Enlarged papers

Use of word processor

Supervised rest break

Prompts

ICT support

Students with coordination difficulties or severe dyslexia may be given access to a laptop to support their learning.