



Dixons Allerton Academy

Special Educational Needs and Disabilities Policy

Responsibility for Review: Senior Leadership Team

Statement of intent

In 2014 there was a new Code of Practice, which meant big changes for how Special Education Needs and Disabilities works within all schools and academies. Education, health and Care are now more closely linked. The changes are aimed at improving support for scholars with SEND by improving the communication between everyone involved. Children and families are now firmly at the centre of the decision making process.

Every teacher is a teacher of every child or young person, including those with Special Educational Needs. Teachers are responsible and accountable for the progress and development of all pupils in their class, including where they have a SEND.

Our mission is that scholars leave here saying:

At DAA, I developed good moral principles and achieved exceptional outcomes that allowed me to have ambitious life choices.

Scholars will learn that the core 'Values to Achieve' are: Happiness (joy of life and learning), Industry (hard work/resilience) and Responsibility (always doing the right thing/taking control and being accountable for one's actions).

Scholars will learn that the 'Keys to Achieve' are: Self-determination (the desire to succeed and shape one's destiny, Mastery (command of knowledge or skills in a particular subject or activity - 'Wanting to get better') and Purpose ('Reaching for the Stars' by aiming high to improve oneself and society).

Signed by :.....

Date:.....

(Principal)

Signed by :.....

Date:.....

(Chair of Governors)

Definition of SEN

A child is identified as having a SEN if he/she;

Has a significantly greater difficulty in learning than the majority of others of the same age,
or

Has a disability which prevents him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools.

Key staff

Principal of Dixons Allerton Academy	Gary Dreher
Primary Phase Principal	Chris Currie
Assistant Vice Principal for Inclusion/SENCO	Stuart Hill
Head of Inclusion	Heather Holliday
Governor SEND	Nancy O'Neill
Academy Nurse	Joanne Claridge

(All staff can be contacted via the Academy switchboard on 01274 770230)

The Academy Local Offer and Information Report are published on the website. These documents show how staff can support Special Educational Needs and Disabilities (SEND). Please take a look at <http://www.dixonsaa.com>.

All the staff named above will be responsible for making sure the correct processes are in place, carried out effectively, monitored and reviewed. This policy will be developed with the help of scholars, families, staff and the governing body.

Aims

- To ensure that all learners have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to individual needs and abilities.
- To ensure the early identification of all learners requiring SEN provision.
- To ensure that SEN learners take as full a part as possible in all academy activities.
- To ensure that parents and carers of scholars with SEN are kept fully informed of their progress and attainment.
- To ensure that SEND learners are involved, where practicable, in decisions affecting their future SEN provision.

Consultation

- This policy links to the following whole school policies;
 - [Access Arrangements Policy](#)
 - [Accessibility Policy](#)
 - Admissions Policy
 - Behaviour Improvement Policy
 - Bullying Policy

- Complaints Policy and Procedures
- Confidentiality Policy
- Data Protection
- Disability Statement
- Equality and Diversity Policy
- Health and Safety Policy
- Safeguarding and Child Protection Policy
- Medical Report

Identification, Monitoring and Evaluation

The ways in which the academy can identify scholars with SEND;

- Liaising with Primary Schools during the transition process
- Entrance exam/KS2 baseline testing
- Monitoring of data
- Teacher referral form
- Parental referral form
- Self-referral
- Outside agency referral/school nurse

All detailed information will be collected and transferred onto a standard Referral Form, if not already in the correct format. A summary of key information is then transferred on to an SEND overview chart. The student will then be allocated a Key Worker who will collate additional information by monitoring and assessing the student, to include speaking with the student, parent/carer and staff. This process will take no longer than 2 weeks by which time the keyworker will have collated a basic report and submitted it to the Head of Inclusion.

At this stage, further specific tests may be undertaken by Heather Holliday (Psychometric Testing and Assessment). In addition, if any student requires Access Arrangements for examinations this will be established. External specialists may also be contacted to conduct more detailed assessments if required. The Head of inclusion will then make a decision as to whether the student is added to the SEND register, placed on a monitoring list or requires no further action. The parent/carer and student will be invited to discuss this outcome. The original referee will be informed of the decision.

If a student is identified as having SEND they will be part of the Graduated Approach outlined below. If a student is not placed on the SEND register the SEND team will monitor academic progress during the whole school data round or send a 'round-robin' email to teaching staff to check on personal development after 3 months.

The Graduated Approach to SEND

Each student on the SEND register is part of the Graduated Approach. This means that they are identified as either Range 1, Range 2, Range 3, Range 4 or Range 5. Parents/carers will be informed which Range their child is in, this links to the local offer which shows the support available. This will be reviewed 3 times a year with both the student and parent/carer. More information can be found on the local authority website - <https://bso.bradford.gov.uk/content/sengui>

The process is **PLAN – DO – REVIEW – ASSESS**

PLAN – The student will have a meeting to complete the ‘this is me’ section. This allows us to know what is important to the young person, their likes and dislikes and their aspirations (hopes and dreams for the future). We will then hold an initial meeting with both the student and parents/carer in order to discuss the SEND Range Model, level of support and set targets. An individualised Learning Plan will be created for every student identified as having SEND and this will be shared with all teaching staff to support quality first teaching.

DO – The learning plan will be shared with all teaching staff via SIMS. The Inclusion Team have a maximum of 4 weeks to ensure that the correct provision is in place from the initial meeting.

REVIEW – Progress will be reviewed with the student and parent/carer every 12 weeks. The identified Range of SEND can be changed at this point, this includes the option to remove a scholar from the SEN register, and the Learning Plan is updated. Progress data, specific intervention data and key information is recorded on a Pen Portrait that is updated as required.

ASSESS – The overall process will be assessed to ensure the support and interventions identified are enabling progress towards the individualised targets.

Statements of SEN and Education, Health and Care Plans (EHCP)

If a student is identified at Range 4 or above on the Graduated Approach to SEND then they will have a Statement of Special Educational Needs or an Education, Health and Care Plan. If a student already has a statement of SEN then this will be transferred to an EHCP at an Annual Review before the 1st of April 2018. If we feel we cannot meet the needs of a scholar or the scholars needs would be better met by an alternative provider, we will consult with the scholar, parent/carer and local authority SEN officer.

Dixons Allerton Academy has strong links with specialist services within the local authority and external agencies. This allows timely access to specialist support where required, in addition we have established service level agreements to enable us to develop and expand the on-site provision available.

The SEND Co-ordinator at Dixons Allerton Academy is on the Senior Leadership Team and has strong links with the Governing Body in order to raise and address important issues around SEND at the correct operational level.

Quality assurance of teaching is carried out through regular learning walks, analysis of data during raising attainment and progress meetings and the appraisal process.

Local authority specialists provide regular staff training covering a range of SEND, workshops are also available through the year for staff and parents, additional training is provided for new staff or teachers within the first 2 years of the profession. An overview on the academies policies and procedures in relation to SEND are covered in the induction process for all new staff. Sharing of good practice takes place during cross group SENCO Network Meetings and through attending SEND Strategic Partnership Meetings.

To review practice the SENCO meets with an appointed governor 3 times each year, completes Bradford Partnership Reviews and the faculty undergoes regular audits from SLT. In addition, we seek feedback from parents, pupils and staff in relation to the performance and progress of the faculty.

Additional funding to meet Special Educational Needs is linked to the range of need and firstly comes from a notional percentage of the academies budget, this is then supported by additional funding calculated by a local authority SEN formula and finally, there is a high needs element.

Other Relevant Contacts

Bradford and District Local Offer <http://localoffer.bradford.gov.uk>
Bradford and District: A Guide For Parents <https://bso.bradford.gov.uk/Schools>
Parent and Young Peoples Partnership Service <http://www.barnados.org.uk/parentpartnershipservice>