



Special Educational Needs / Disability Policy

Policy Author: A Rickards

Policy Review Date: September 2019

Vision Statement

Morecambe Bay Academy is an inclusive learning community that is committed to ensure that all students are able to achieve the best possible progress and are supported to become assured and independent learners whatever their needs or abilities.

Inclusion Statement

Morecambe Bay Academy SEN/D policy is inclusive, enabling students with Special Educational Needs/Disabilities to join in the activities of the academy together with students who do not have special educational needs, 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.

Aims

The staff and board of the Multi Academy Trust (MAT) of Morecambe Bay Academy will endeavour, where possible, to provide provision for all SEN/D students to receive a broad, balanced and relevant curriculum so that they are given the opportunity to reach their full potential and that they are included within the academy community.

Morecambe Bay Academy will use its best endeavours to identify students with special educational needs as early as possible. The SEND register is published to enable staff in the academy to be able to identify and provide for those with Special Educational Needs.

Morecambe Bay Academy will, where reasonably possible, provide opportunities for staff to develop their knowledge and understanding of Special Educational Needs and to support staff in the provision of positive whole academy approaches towards the learning, progress and achievement of SEN/D students.

Morecambe Bay Academy will endeavour to support students with Special Educational Needs/Disability to develop self esteem, confidence and independence so that they are able to take responsibility for their own learning and behaviour.



Morecambe Bay Academy will, as far as is reasonably possible, foster communications with all stakeholders including the Local Authority, academy, parents/carers, students, children's services, health and all other agencies to support students with Special Educational Needs/Disability.

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

Legislative framework

Morecambe Bay Academy SEN/D policy for students with Special Educational Needs or Disabilities is governed and informed by the statutory framework set out in:

- Education Act 1996
- SEN code of practice 2001
- Education Act 2002
- Education and Inspections Act 2006
- Education and Skills Act 2006
- Equality Act 2010
- Children's and Families Act 2014
- SEND code of Practice: 0-25 2014

Definition of SEN/D as detailed in the SEND Code of Practice (2014)

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him or her.

A child has a learning difficulty or disability if he or she:

(a) has a significantly greater difficulty in learning than the majority of others of the same age; or



(b) has a disability which hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions.

Children must not be regarded as having a learning 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 educational provision which is additional to, or different from that made generally for children of the same age by mainstream schools, post -16 institutions.

Special educational Needs Code of Practice 2014

(introduction xiii–xv page 4)

Definition of Disability as detailed in the Equality Act 2010

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

Equality Act 2010 C.15 Part 2 Chapter 1 Section 6

Morecambe Bay Academy will have regard to the SEN/D Code of Practice when carrying out its duties towards all SEN/D students and ensure that parents / carers are informed by the academy that SEN/D provision is being made for their child.

Management of SEN/D within Morecambe Bay Academy

Academy Improvement Board

The Academy Improvement Board will receive an annual report on the implementation of the academy's policy for students with SEN/D as required (Section 317, Education Act 1996) and have regard to the Code of Practice when carrying out its duties towards all students with special educational needs/disabilities.



Principal

The Principal has responsibility for the day to day management of all aspects of the academy's work including the provision of students with SEN/D.

The Principal and the Academy Improvement Board have delegated the responsibility for the day to day implementation of the policy to the Head of Learning Support (SENCo). The SENCo's name is Mrs. Anne Rickards. The SENCO has Qualified Teacher Status, and has gained the National Award for SEN Co-ordination and is a Specialist Teacher for SpLD Dyslexia.

SENCo

The Special Educational Needs and Disability Co-ordinator, in collaboration with the Principal, Vice Principal and Academy Improvement Board, plays a key role in helping to determine the strategic development of the SEND policy and provision in the academy to raise the achievement of students with SEND.

The SENCo takes day-to-day responsibility for the operation of the SEN/D Policy and co-ordination of the provision made for students with SEN/D, working closely with staff, parent/carers and external agencies including the Local Authority's (LA) support and educational psychology services, health and social services and voluntary organisations.

The SENCo also provides advice on a graduated approach to SEN/D support to colleagues with the aim of securing high quality teaching and intervention for students with SEND. Where appropriate the SENCo will lead further assessments of a student's strengths and weaknesses to guide future planning to meet the student's needs including assessment of students for examination access arrangements.

The SENCo will oversee the maintenance of the SEN register, overseeing the records, including monitoring and evaluating the progress of students identified as the cohort of students with special educational needs. A SEND report will be written for the governors each year.

In addition the SENCo is responsible for academy's teaching assistants and specialist teachers.



Staff

All academy staff have a responsibility for students with SEN/D. All teachers are responsible for meeting the needs of all students by providing Quality First Teaching that is differentiated and personalised to meet the individual needs of the majority of students. Teachers are responsible for the students in their classes with special educational needs and must plan for their needs by further differentiation of the curriculum and manage the deployment of any support staff that are in the lesson. Staff are aware of their responsibility towards students with SEN/D, whether or not the students have an Educational Health and Care Plan (EHCP). Teachers will review progress and complete progress reviews and EHCP reviews. All teachers have a responsibility to bring to the attention of the SENCo any student whose needs they believe are not being met. Specific staff responsibilities are identified in individual job descriptions.

Admissions

Students with special educational needs will be admitted to Morecambe Bay Academy in line with the academy's admissions policy. The academy is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The academy will maintain good links with the feeder primary schools to ascertain whether a student has been identified as having special educational needs and parents will be given the opportunity to discuss any concerns prior to transfer. If the academy has been alerted to the fact that a student may have special educational needs, the academy will endeavour to collect all relevant information and plan a relevant differentiated curriculum.

Identification, Assessment and Provision

Identification

SEN/D students may be identified through the teachers' observations and assessment. Parents / carers, or external agencies may raise concerns about progress, attainment or behaviour. Students who have been highlighted may require further assessments before making a decision about support.



Identification at Transition

At transition the SENCo will meet the primary school SENCo prior to transfer to discuss year 6 students who are on the SEND register and if invited attend EHCP reviews. Additional visits may be made by Learning Support staff to establish the needs of individual students. For a small number of identified students, additional visits to high academy are arranged to facilitate a smooth transition. Year 7 students complete cognitive ability assessments at the start of the autumn term. Students with lower than expected SATs scores will be given additional literacy and or numeracy assessments.

At post 16 transition the SENCo will discuss SEN/D students' needs with the post 16 provider. Where possible the SENCo, will be invited to attend transition reviews for students with an EHCP.

Assessment

Annual reading and spelling assessments for students in Year 7, 8 and 9 take place towards the end of the summer term. Students who have failed to make adequate progress will be considered for intervention.

Towards the end of year 9 onwards students who may need to be considered for special arrangements for GCSE and A level examinations will be assessed and where appropriate an on-line application to JCQ will be made.

Graduated response

Morecambe Bay Academy will adopt a graduated response to meeting special educational needs. This includes that requires the initial use of classroom and academy 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, the academy will intervene at either, **Wave 2** or **Wave 3** to enable Morecambe Bay Academy to match special educational provision with individual student's needs. **Wave 1** intervention is provided through Quality First Teaching by the class teacher.



Early Concerns

The progress made by all students is regularly reviewed and monitored. Initially, concerns raised by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom – Wave 1.

Where progress is not adequate, it may be necessary to take some additional or different action to enable the student to make more effective progress.

Adequate progress can be defined in a number of ways including:

- closing the attainment gap between the child and their peers
- preventing the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the student's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the student's behaviour

A Student is at Wave 2 or Wave 3 if they continue to make inadequate progress because they have a Special Educational Need that requires a more specialised or individualised level of support. The triggers for Wave 2 or Wave 3 could be that despite receiving Quality First Teaching at Wave 1 the student:

- Continues to make little or no progress in specific areas over a long period;
- Continues to have difficulty developing literacy and mathematics skills;
- Has emotional, social or health needs which substantially and regularly interfere with the student's own learning or that of the class groups
- Has SEN/D or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or interaction difficulty that impedes the development of social relationships which causes a substantial barrier to learning.

The above is a graduated response of action and intervention when a student is identified as having special educational needs, but must not be regarded as steps on the way to statutory assessment. The interventions are a means of matching special educational provision to the student's needs, and are therefore part of the continuous and systematic cycle of Assess



Plan Do Review within our academy to enable all students to learn and progress. Advice and support may be requested from the Educational Psychology Service and a Consultation Request will be made. Following consultation advice it may be deemed appropriate to request a statutory assessment.

Statutory Assessment of SEN/D

In a very small number of cases, if a student continues to demonstrate significant cause for concern despite at least 2 cycles sustained interventions of the academy's action through the graduated response through the Assess Plan Do Review at Wave 1, 2 and 3, a request may be made to the Local Authority for Statutory Assessment.

Planning and Reviewing

Parents will be involved in the assessment and planning for their child's needs. Intervention will focus on expected outcomes and progress will be reviewed against these outcomes at the end of the cycle of intervention. Parents will be included in the evaluation and planning for further intervention if required.

Students at Wave 3 will have a student profile that highlights the student's strengths and areas that require development. Included in the profile will be a hyperlink to appropriate strategies and advice for staff, assessment data provision map and review date.

Review

Parents/carers and students are invited to attend a progress review. Teachers, learning support staff and outside agencies submit a written review. The impact of the interventions will be assessed and this together with the teacher's assessments will inform future planning.

EHC/Statement Reviews

All EHC plans will be reviewed at least annually with the review taking place in academy, if necessary academy or the parents / carers can request an early review. The parents / carers, the student and involved professionals will be invited to consider the progress made by the young person in achieving targets set and whether any amendments need to be made to the EHCP.



Curriculum Access and Provision

Morecambe Bay Academy supports and encourages all students to receive a broad and balanced curriculum entitlement. Curriculum access and progress is facilitated through setting clear and appropriate learning objectives and the provision of differentiated learning opportunities and resources as outlined in subjects' Schemes of Work/ Programmes of Study and is supported by effective liaison between subject teachers and SEN staff.

All students are taught in their own class groups or sets, in-class support is provided as appropriate. Students are only withdrawn to undertake specific programmes of work related to their additional learning needs. In class support is provided by a dedicated team of qualified Level 2, Level 3 and Higher Level Teaching Assistants who facilitate curriculum access and promote independent learning through further differentiation or explanation of the work set.

Learning Support offers additional numeracy and literacy intervention before academy and during morning registration. Homework club provides support for students at both KS3 and 4 four nights a week. Students who find unstructured parts of the academy day such as break and lunch time may, if appropriate, be invited to attend break and lunch club.

Students with very specific needs may be withdrawn from specific lessons or subjects. These students may then follow a specific program such as Nurture, Literacy, communication and language skills or Foundation Learning. Some students may require additional support from a Specialist teacher, the academy will, where possible, endeavour to enable a student to have access to a teacher with the appropriate specialism as resources and availability allow.

Students with a reading or spelling standard score below 85 are considered for wave 2 literacy intervention. Students with a reading or spelling standard score below 89 are considered for wave 1 literacy intervention. Students who require wave 2 or 3 level of intervention in literacy and or numeracy may be withdrawn from a foreign language to follow a phonics language course or literacy and or numeracy catch up.

Academy's ARC (ARC) offers short term withdrawal facilities for students with Social Emotional or Mental Health needs.

Students who meet the criteria for access arrangements for examinations will be offered these arrangements for examinations and assessments in years 7 -13.



All teachers are responsible for teaching students with SEN/D. All students, including those with special educational needs, are actively encouraged to become fully involved in all aspects of academy life. Reasonable adjustment is made to enable students with SEN/D to be included in all aspects of academy life, including trips, so far as it is reasonably practical so that it does not compromise the efficient education of students with whom they are educated and is an efficient use of resources. Parents are encouraged to work in partnership to support the involvement of their children in all educational opportunities available.

Monitoring student progress and effectiveness of provision

Student progress is tracked and action taken if progress is not adequate. Formal & informal assessments are used to monitor progress. Learning Faculty & Subject Leaders ensure that teachers monitor and evaluate the progress of SEN/D students and that they provide appropriate teaching and learning opportunities which lead to good progress against baselines. Student progress following intervention is evaluated both in terms of progress and cost effectiveness. Staff promote an atmosphere of mutual respect, trust, co-operation and encourage students to develop independence, initiative and self-reliance.

Effective Communication

All staff have access to the SEN/D Register and Student Profiles. Information about each area of difficulty together with effective strategies advice and guidance is provided. All staff are expected to submit a written review on progress and areas for development for reviews.

The parents/carers of students to be placed on the SEN/D Register are notified of any proposed additional provision and are invited to become involved where appropriate. Parents/carers are invited to reviews. All parents/carers of students with an EHCP are fully involved in the statutory annual review process. Parents/carers are encouraged to contact academy to discuss progress or concerns.

Outside agencies will be involved, as appropriate, in discussions and meetings to plan support for students with SEN/D. Academy will involve the careers adviser Mrs. Louth in supporting students with SEN/D and invite her to all Year 9 and 11 EHCP review meetings. Effective links are developed and maintained with outside agencies or other education providers including Lancaster and Morecambe College, Health Service, Educational/Clinical Psychologists, Children and adolescent Mental Health Services (CAMHS).



The work of the Learning Support Faculty seeks to underpin both the academic and pastoral systems thereby ensuring all students with special educational needs are fully integrated into academy life and that they are not socially or academically disadvantaged by any additional arrangements made. Parental involvement is crucial to the success of any intervention and they are regularly consulted and invited to come in to academy to discuss relevant issues in order to facilitate effective academy responses to individual need.

Specialist provision, resources and facilities

The academy has a Specialist Teacher SpLD Dyslexia. Specialist teachers from Lancashire Inclusions and Disability service are used as required.

Learning Support has a team of 16 TAs including an HLTA for Literacy and Access Arrangements, HLTA for ARC. Level 3 TAs have responsibility for a specific need - Literacy, Autistic Spectrum Disorder, Social Emotional and Mental Health, Medical Needs, Physical Impairment, Sensory Impaired, and KS4. Level 2 TAs work predominantly in class under the guidance of a teacher or HLTA or level 3 TA.

ARC provides a continuum of support within the academy for students who experience a range of Social Emotional or Mental Health difficulties. The ARC will aim to improve inclusion by continuing the education of the most vulnerable students at times when they would otherwise be failing to learn or at risk of permanent exclusion.

The ARC offers targeted intervention groups of students with specific problems through a series of programmes designed to re-engage them into education and assist their families. The ARC HLTA works with the Assistant Principal.

Whole academy INSET, will where, possible be delivered to all teaching staff. Additional professional development opportunities to improve staff knowledge and understanding of a range of SEN/D will be provided if required or requested. Opportunities, where necessary, are available for staff to attend specific courses relating to a specific need or difficulty.

The academy will endeavour, where possible, to make use of specialist technological aids, provision of additional ICT resources, specialist software to facilitate curriculum access and curriculum teaching/support materials as required or appropriate.



The academy will, when appropriate, and if resources permit, facilitate a reduced or alternative curriculum, including extended work experience/college placement for specific KS4 students.

The physical environment of the academy has, where feasible, been adapted to ensure that there are disabled toilet facilities in the Lawther Library, Technology Block and Sports Hall. Ramps have been installed to facilitate access to the ground floor of all building and a lift to access the upper floor of the main building. The listening and lighting conditions in most classrooms have been improved by lowering ceilings, carpeting and installing blinds.

Students whose medical/physical needs impact directly on their ability to access the curriculum have an Individual Health/Care Plan written, in consultation with parents and the Academy Nurse, which informs staff of the nature of the difficulty, what constitutes an emergency and how to respond.

Complaints

Should a parent or carer have a concern about the special provision made for their child they should discuss this, in the first instance, with the SENCO, Mrs Anne Rickards. If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Principal, Mrs Victoria Michael. If the Principal is unable to resolve the difficulty the parents/carers should put their concerns in writing to the Chair of the Academy Improvement Board who will be involved after other avenues to resolve the situation have been exhausted. Parents may request support from the LEA's 'Parent Partnership' representative.

Evaluation

- Student achievement e.g. increase in literacy/numeracy scores, closing attainment gap with peers
- Comparison of student performance with National data
- SEN students achieving or exceeding their target grades in external examinations (GCSE, BTEC,).
- Increased confidence levels and ability to become independent learners.
- Reduction in level of support required
- Parental satisfaction
- Analysis and publication of OFSTED reports