



**Alcester  
Academy**

TO BE THE BEST THAT WE CAN BE

# Special Educational Needs and Disability Policy

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<b>Approved by:</b>	FGB
<b>Reviewed by:</b>	B & A and Qu of Ed / HR Sub-Committee
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<b>Contents:</b>	Objectives; Definition of SEND; Schools Admissions & Inclusion; Student Participation; Working in Partnership with Parents; Identification, Assessment & Provision, School Action Plan, School Action Plan Plus; Education Health Care Plan; Annual Review; Links with other Schools & Colleges; Working in Partnership with other agencies; Role of Governors; Monitoring of the Policy; Procedure for Vulnerable Children

*'Some of the most wonderful people are the ones that don't fit into boxes'*  
Tori Amos

### **AIM:**

**We aim to be one of the best academies in all aspects of education**

Alcester Academy aims to ensure that it effectively complies with, and implements, the requirements of the Children and Families Act 2014, the Equality Act 2010, the SEN and Disability Regulations 2014, the SEND Code of Practice 2014 and any other statutory guidance.

### **OBJECTIVES:**

1. Specific needs are identified at Academy entry or as soon as they arise, and staff are informed of those needs.
2. The views of the student are valued and seen as a vital part of the decision making process.
3. The Academy actively seeks to work with Parents(s)/ Carers and value the contributions they make.
4. All teachers in the Academy are responsible for the additional needs of individual students. A variety of strategies are used to help students access the curriculum.

### **DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

The Children and Families Act 2014 states that a child has special educational needs if he/she has a significantly greater difficulty in learning than the majority of children in the same age group or has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age group in mainstream academies within the local authority (LA). Special educational provision includes that which is additional to, or different from the provision generally made for pupils of the same age.

*The Equality Act 2010* defines disability as 'a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities.' Thus the legal definition of disability is not the same as the definition of special educational needs.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is or will be taught.

Special Educational provisions means:

Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in schools.

Pupils with SEN and/or disabilities admitted to Alcester Academy could have difficulties with one or more of:

- cognition and learning

- communication and interaction
- social, emotional or mental health
- sensory and/or physical (Refer to the Accessibility Policy).

For the vast majority of children such needs will be met in school through quality first teaching and internal interventions - with outside help *if necessary* - and the school governing body has statutory responsibilities to ensure that these needs are met.

The school has a SENCo who is responsible for co-ordinating all things relating to special educational needs and disability in school. This teacher is supported in this role by Teaching Assistants and all other staff who have a duty of care to meet the needs of all learners. The Headteacher is also holds the National Award for SEN Coordination (NASENCO).

### **ADMISSION ARRANGEMENTS**

Alcester Academy strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs. There is no special provision under the admission arrangements for limiting and promoting access for students with special educational needs who are without an EHCP. Their transition will be considered and supported on an individual basis. In line with Warwickshire admission guidance. (Refer to the Equal Opportunities Policy as needed).

### **ACCESSIBILITY STRATEGY**

The Academy will make every endeavour to increase the extent to which disabled pupils can participate in the school's curriculum, improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided by the school and, improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. (Refer to the Accessibility Policy)

### **STUDENT PARTICIPATION:**

Students participate in the decision-making process and know that their views are valued by:

- discussing strategies and background information to be shared for their Pupil Profile (Formerly Individual Education Plan)
- reviewing their progress and future needs
- contributing to the Annual/Transition Review process
- making decisions about post-16 provision.

### **WORKING IN PARTNERSHIP WITH PARENTS/CARERS:**

- Parents/carers are encouraged to be involved at every stage of the identification and review process.
- The academy informs parents/carers when they first identify that their child has additional educational needs.
- Parents/carers are encouraged to contribute to all review processes.
- The views of parents/carers play an important role in the Annual/Transition Review of students who have an Education Health Care Plan (EHCP).

### **IDENTIFICATION, ASSESSMENT AND PROVISION:**

- Most students with additional needs have been identified by the time they leave primary school. (See Appendix 1: Procedure for Vulnerable Children).

- Positive links have been established with primary schools and external agencies to ensure the smooth transition of pupils with SEND.
- Subject teachers use a range of strategies to help students access the curriculum
- Identification of a child who is having difficulties and who may have additional needs is initially identified through teacher referral to the SENCo, All identified students are monitored in line with the academy's assessment policy.
- All provision for SEND is co-ordinated through the SENCo with support from the Senior Leadership Team. The academy will not automatically sign forms to support disability living allowance applications.
- The academy works along-side parent(s)/carer(s) and students in order to make school visits and trips as accessible for all learners as possible under the Equality Act 2010. This is in conjunction with advice from any trip provider.

**Access arrangements** for examinations are organised jointly by the SENCO and the Examinations Officer. This can include 25% extra time, and/or provision of reader and /or scribe. Students might also use IT equipment. Rest breaks may be provided. Alcester Academy uses a combination of all the above, whilst having strict regard to the Code of Practice and JCQ regulations.

#### **Provision for students with SEND uses several levels of need:**

There is a graduated response to the needs of SEND learners at Alcester Academy that is supported through a Single Based Category of Need.

- Initial provision which a school must make for students with SEND; this is provided within the school's own resources and systems for SEND support. This support is additional to normal differentiated work within the classroom and can be referred to as 'Quality First Teaching' or Wave 1 intervention or 'Universal' provision.
- Students can receive an increased level of support, which should include specialist advice, which the school is unable to provide from within its own resources.
- An EHCP exists for students who have a high level of need and is issued by the LA. It specifies learning outcomes, provision and teaching strategies to be used. Refer to the SEN Report on the Academy website for further specific intervention examples.

#### **ANNUAL REVIEW:**

All EHCPs are reviewed annually to monitor progress and consider any amendments necessary to the provision being provided. The views of students, parents, the academy and other professionals involved are all included. The annual review from Year 9 includes a **Transition Plan** in preparation for the student's future. The academy's in house careers service has an important role to play and offers careers advice to identify the most appropriate post-16 provision.

#### **LINKS WITH OTHER SCHOOLS AND COLLEGES:**

Links with other schools are made through:

- ◆ visits by SENCo to primary schools
- ◆ visits by the Year 7 Transition Coordinator to primary schools

- ◆ visits by subject teachers to primary schools
- ◆ visits by Year 6 students to Alcester Academy to use facilities or staff expertise
- ◆ links with other schools if students do not transfer at the beginning of Year 7
- ◆ meetings with secondary SEND Co-ordinators
- ◆ transfer of SEND records if a student moves school
- ◆ transfer of SEND records and communication with post-16 school and college placements
- ◆ Ensure that any student placements receive relevant information

### **SEND AND REWARDS ACTIVITIES TRIPS**

As part of Alcester Academy rewards policy, pupils who meet a certain criterion may be invited to participate in a school rewards activity. These will take place at various times during the academic year and may involve prize draws and involve either a trip or an activity.

These activities are a way of rewarding pupils, so it is important that pupils earn their invitation to participate. All Alcester Academy pupils are eligible for the trips if they meet the required criteria. This will be based on various factors that include:

**To participate in reward trips, we expect students to be attending school full time.**

#### **Punctuality:**

Pupils must have a good punctuality record during registration and lesson time.

#### **Excellent / Good attendance**

Students with good attendance for the year will be invited to attend a rewards trip in waves. This will be subject to satisfactory behaviour and academic achievement and places still been available following the first wave of letters going out.

For information - Excellent attendance would be deemed anything 95% and above.

Good attendance would be deemed as 93% and above.

**Excellent effort/work/behaviour in and around school:** This will be monitored by the Demerits behavior tracking system part of the Epraise system. Pupils must have a clear behaviour record that does not include serious incidents or breaches of the behaviour policy. This also includes behaviour on school buses and when students are out in the community. If there are any concerns about behaviour, effort or attitude, they will not be invited on the trip.

\*We will always look at cases individually if for any reason students have not met the criteria and these may be adjusted because of SEND or medical needs.

#### **Wave 1 - These students will receive letters of invitation first:**

- Excellent attendance and have not taken an unauthorised holiday during term time.
- Good behaviour - No suspensions / isolations / 15 or less demerits for Christmas trip and 30 demerits for summer trip.
- No Academy or SLT detentions

#### **Wave 2 - These students will receive letters after wave 1 (subject to places still available)**

- Good attendance and behaviour (as above)
- Students who have taken a holiday but still have good attendance and no other absence or multiple individual days off.
- Students who may have received up to 2 Academy detentions or an SLT detention.

**Wave 3 - These students will receive letters after waves 1 and 2 have gone out (subject to places still available)**

- Good attendance
- Any student who may have had an isolated incident of poor behaviour (not persistent) that may have resulted in an isolation sanction will be considered on an individual basis.

The Headteacher reserves the right to lower the attendance required to attend the trip.

For all trips and visits, the headteacher, with the support of governors, will assess each individual case as needed based on behaviour and mental health needs at the time of departure.

The final decision on any pupil's inclusion on a reward activity will be made by the Headteacher.

### **WORK EXPERIENCE**

Work experience plays a crucial role in preparing young people for adulthood and working life. It aids in the development of personal, social, and employability skills essential for future career success.

Students with SEND may need extra support to identify and secure work experience and we are fully committed to ensuring that despite any additional challenges high quality placements are found.

\*We will always look at cases individually, and if for any reason it is deemed that a student poses a significant safeguarding risk, or is at significant safeguarding risk to themselves by attending a work placement, then reasonable adjustments may be put in place due to SEND or medical needs.

### **HOW SEND IS TAKEN INTO ACCOUNT IN TERMS OF STUDENT BEHAVIOURS**

Please refer to the Academy Behaviour and Discipline Policy. We will always look at cases individually, where appropriate, the Headteacher reserves the right to make reasonable adjustments due to SEND needs.

### **SEND AND ATTENDANCE**

Please refer to the Academy Attendance and Punctuality Policy. For SEND pupils whose attendance has been affected by mental health and/or medical needs, pupils may need additional support and an individualised short-term action plan put in place. Every effort is to be made to fully support and engage the pupil with their learning.

### **WORKING IN PARTNERSHIP WITH OTHER AGENCIES:**

The Special Educational Needs Co-ordinator works in partnership with the following agencies:

**LA Support Services**  
**Educational Psychologist**  
**School Health Professionals**  
**Children's Services**  
**SEND Supported**  
**Speech and Language Team (SALT)**  
**Life Space**  
**CAMHS**

**Visual Impairment Team**  
**Ethnic Minority and Traveller Achievement Service (EMTAS)**

The Early Help Assessment (formerly CAF) can be used to co-ordinate all the agencies required to support individual pupils.

**ROLE OF THE GOVERNORS:**

The governing body must ensure that:

- they are fully involved in developing and monitoring the academy's SEND policy.
- SEND governors are up-to-date and knowledgeable about the academy's SEND provision.
- SEND provision is an integral part of the academy's Improvement Plan.
- the quality of SEND provision is regularly monitored.

**MONITORING THE POLICY:**

The success of the policy is measured through:

- the ability of students to access the curriculum
- students with SEND being included in the life of the academy e.g. house council, extra-curricular activities
- effective in-class support and interventions from the teaching assistants
- students achieving review targets
- students making progress in subject assessments
- value added data
- active involvement of students and parent(s)/carer(s) in monitoring progress and planning for the future
- students being prepared for post-school education and training opportunities

Procedures for raising concerns

We respect the differing perspectives of all parties concerned with children with SEND and seek constructive ways of reconciling different viewpoints.

We endeavour to do our best for all students but if there are any concerns we encourage those concerned to approach the form tutor, subject teacher, Head of Subject, the SENCO, or a member of the SLT as appropriate. At each stage a response will be made as soon as possible.

(Refer to the Complaints Policy as required).

The SEND information report describes how the policy is implemented. It is updated annually and is available on the school website.

Signed: \_\_\_\_\_ Chair of Governors

Signed: \_\_\_\_\_ Headteacher

Date: \_\_\_\_\_

(ratified by Full Governing Body 8th April 2025)



## Appendix 1

### Procedure for Vulnerable Children

The identification, support and care of vulnerable children is the responsibility of all staff at Alcester Academy. To facilitate this, information, action and resourcing is co-ordinated by the SENCo and Pastoral Team through the child's Tutor and teachers. The child is central to the process and at all stages, but particularly in the construction of the Pupil Profile, the child is encouraged to voice his or her opinions, wishes, feelings and concerns.

Early identification of need / liaison with previous school / contact with child and family	<p>Contact between SENCO, Pastoral Team with responsibility for Transfer and Induction and feeder school in Summer Term prior to entry.</p> <p>Visits in Summer Term before entry and earlier by SENCO and/or Pastoral Team with responsibility for Transfer and Induction to feeder school to meet child. SENCO attends Review meetings in the term before entry.</p> <p>SENCO contact with other agencies already involved. For children with EHCPs, the LA implement a transition programme in order to monitor pupils through first term at Secondary School.</p> <p>Extra induction including visit to the Secondary School separate to main induction day possibly including parent(s). Visits by children with Teaching Assistant from Primary School.</p> <p>Introduction to key staff e.g. identified Teaching Assistant with particular responsibility.</p> <p>Liaison between SENCO and Pastoral Team via regular meetings and direct communication re careful placement of child in terms of peers and tutor group.</p> <p>Communication and liaison with the Learning Support Unit (LSU) regarding any special requirements or needs (medication/"safe place" etc).</p> <p>Regular and frequent contact with family from then on including facility for parents to contact key worker/Teaching Assistant, tutor or SENCO whenever the need arises.</p>
Assessment of Individual Need	<p>Assessment of individual need and placing/continuation of child on SEND register at appropriate stage.</p> <p>A pupil profile may be drawn up with child and family with development targets.</p> <p>Information to and liaison with child's Tutor and Teachers. Information to all staff through various mechanisms</p>

Targeting necessary resources	<p>Assigning School Based Resources -depending on SEND stage i.e. EHCP.</p> <p>Specified Teaching Assistant included in pupil profile and support in lessons assigned, any other key worker/TA identified</p> <p>Withdrawal from lessons for focussed support and interventions.</p> <p>Counselling sessions from an appropriate professional.</p> <p>Liaison with departments and Data Manager to determine groupings and any other timetable arrangement to suit needs e.g. extra literacy sessions in place of MFL if appropriate,</p> <p>Alternative curriculum, Extended Work Placement, Work Experience. Homework club, Friendship club. Use of break out room as appropriate.</p>
Liaison with other agencies	<p>Contact from SENCO and Pastoral Team regarding accessing other specific support and/or Inset for staff, e.g. Inter-cultural Support Service, Travellers, Virtual School, Educational Psychologist, CAMHS, YOT, Childrens Services</p>
Monitoring progress	<p>Pupil Profile drawn up in meeting with parent/carers and child</p> <p>Development targets agreed and information to Tutor, Pastoral Team and all staff who teach child.</p> <p>Pupil Profile review regularly.</p> <p>Assessment of progress towards targets from staff through regular data updates.</p> <p>Parent Evenings with subject staff.</p> <p>CLA (Children who are Looked After) meetings with Designated Teacher responsible for children in Local Authority Care with regular review if appropriate.</p> <p>Assess, Plan, Do, Review process</p>
Forward planning	<p>Liaison with colleges, 6th forms and Training Providers at age of transfer including visits/communication/relevant documents passed on by SENCO and/or relevant Teaching Assistant in term before transfer.</p> <p>Involvement of Careers Advisor in terms of parent/child interviews, careers advice and help in application and transfer process.</p> <p>Support from Careers Advisor to plan Post 16 – including extra visits, interview practice etc</p>