
Belfairs Academy



Special Educational Needs and Disabilities Policy

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Policy Aims

Belfairs Academy aims to include all students, including those with SEND into the full life of the academy. Our strategies to do this will include:

- having high expectations of all students
- finding ways in which all students can take part in the full curriculum including sport, music, and drama
- planning out-of-Academy activities including all academy trips and excursions so that students with SEND can participate
- setting admissions policy and criteria which does not discriminate
- planning the physical environment of the academy to cater for everyone
- raising awareness of SEND amongst academy staff (teaching and non- teaching) through a programme of training and information sharing.
- providing written information for students with SEND in a form which is user friendly, using language which does not offend in all its literature and making staff and students aware of the importance of language

Policy objectives

- Promote special educational provision for all students who have special educational needs
- Support a partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education
- Offer a whole academy approach towards the provision of an effective education for pupils with SEND, which is endorsed enthusiastically by all staff
- Promote equal opportunities for all pupils to engage in a broad and balanced curriculum
- Involve the child in the decision making about their special educational provision
- Ensure that the success of all Belfairs Academy students is celebrated

Leadership and Governor responsibility

- Ensure that the Admissions Policy of the academy does not discriminate against students with SEND
- Make reasonable adjustments to meet pupils' individual needs
- Seek to ensure that pupils with SEND are identified early through primary liaison, external agencies, parents/carers, specific tests and academy staff
- Ensure that procedures are followed to review and adapt provision appropriately

Special educational needs and disabilities (SEND)

Definition of disability (Equality Act 2010)

- Someone with a physical or mental impairment
- The impairment is such that it has a substantial and long-term adverse effect on an individual's ability to perform normal day-to- day activities
- Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on students'

everyday lives.

- A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- A child of compulsory school age or a young person has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders them from making use of academies or mainstream post-16 institutions.
- For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream academies, maintained nursery academies, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

Discrimination

At Belfairs Academy we recognise our duty under the Equality Act 2010. The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment. It is unlawful for a school or other education provider to treat a disabled student unfavorably. Such treatment could amount to:

- direct discrimination
- indirect discrimination
- discrimination arising from a disability
- harassment

At Belfairs Academy we do not treat disabled students less favorably and always take reasonable steps to avoid putting disabled students at a substantial disadvantage under their 'reasonable adjustment' duty.

PROCEDURES FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

- All students are regularly assessed and tracked with targets set by subject staff. Quality first teaching ensures most students access the curriculum and are able to progress.
- SEN Support (K) – Parents/carers and students are consulted and then information is shared with teaching and support staff through a Learning Profile, when a student is working below the 16th percentile or is working 4 fine grades below their peers. Social, Emotional or mental Health difficulties may also be a barrier to learning and liaison with other professionals may be necessary. Students will be monitored and reviewed regularly.
- Education Health and Care Plans (EHCP)- Students whose needs cannot be met at SEN Support and who are working on the 1st percentile will be considered for an EHCP. Appropriate agencies will be consulted and a request will be made to the Local Authority.
- Students who join the academy on the SEND register will continue to be supported and monitored.
- Students with disabilities – For these students we liaise with outside agencies and follow

their recommendations making reasonable adjustments. Please refer to the accessibility policy for further information on disabilities.

- The views of all those involved will be sought, including the parents/carers and student where appropriate.

ACCESS TO A BROAD AND BALANCED CURRICULUM:

Subject Leaders will ensure:

- Students with SEND are taught within the mainstream classroom whenever possible. Some small group withdrawal work may occur where this is appropriate.
- Students have full access to the environment, resources, staff and activities in their subject areas.

Arrangements for parental concerns and complaints concerning the SEND provision:

- Due to the sensitive and emotive nature of SEND, complaints about SEND provision should be addressed to the SENCO, SEND Governor or member of the senior leadership team who will meet with the parents/carer to discuss the situation.
- If this does not resolve the issue, then the complaint should pass to the first level of the general complaints procedure.
- The Local Authority will provide independent mediation and dispute resolution for parents/carers and young people on request. Mediation arrangements will be provided for parents/carers and young people before a possible appeal to the Tribunal. Local Authority disagreement resolution arrangements cover all children and young people with SEND, not just those who are being assessed for or have an EHC plan.

Working with other organisations:

- The academy will seek the advice of appropriate professionals and organisations and work closely with them to ensure the most appropriate support and progress in the best interests of the students.
- The academy will liaise closely with all interested parties where a student is transferring to the academy, or is transferring away from the academy.
- The LA offers a Disagreement Resolution Service for parents/carers.

The role of the parents/carers:

- The academy will work closely with the parents/carers of the students.
- Parents/carers will be informed of the progress of their child on a regular basis.
- The parents/carers will receive a copy of their child's Learning Profile and the targets will be reviewed twice per year. Their views will be requested and are essential.

- Information on the Local Authority Independent Advice & Support Service is available - 01702 215499/01702 534793 iass@southend.gov.uk