



# Chiltern Way Academy Trust

Turning Futures Around

## **Special Educational Needs and Disability Policy**

**SENDCo: Mark Taylor**

**Responsibility for this policy (job title): SENDCo**

**Responsibility for its review: CEO**

**Approved: 03/02/2022 (FGB)**

**Next Review Date: Spring 2023**

## Contents

Compliance .....	3
Introduction .....	3
Academy Admissions .....	4
Aims and Objectives.....	4
Aim .....	4
Objectives .....	4
Designation and Identified Special Needs and Disabilities .....	5
Curriculum .....	7
Early Concerns .....	7
How we Support Students .....	7
EHCP - Reviewing Progress .....	8
Supporting Students and Families .....	8
Transition to the Academy .....	9
Request for Change of Specialist Provision .....	9
Children in Care: .....	9
Student Voice.....	9
Partnership with External Agencies .....	10
Continuing Professional Development (CPD) for Special Educational Needs .....	10
Roles and Responsibilities.....	10
Trust Board.....	<b>Error! Bookmark not defined.</b>
Head of Campus.....	10
Special Educational Needs and Disabilities Coordinator (SENDCo).....	10
All Teaching and Non-Teaching Staff.....	10
Medical Needs .....	11
Complaints .....	11

## Compliance

- This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) and Children and Families Act 2014 and has been written with reference to the following guidance and documents:
- Equality Act 2010: advice for schools DfE Feb 2013;
- SEND Code of Practice January 2015;
- Schools SEN Information Report Regulations (2014);
- Statutory Guidance on Supporting students at school with medical conditions April 2014;
- The National Curriculum in England Key Stage 1-5 framework documents;
- Safeguarding Policy;
- Accessibility Plan;
- Teachers Standards 2012.

## Introduction

This policy is in line with our Teaching and Learning Policy and Equality Opportunities Statement and aims to support inclusion for all children admitted to the Academy. The responsibility for the management of this policy falls to the Head of Campus; the day-to-day operation of the policy is the responsibility of the Special Educational Needs and Disabilities Coordinator (SENDCo). The Trustees, Chief Executive Officer, Director of Schools, Head of Campus and the SENDCo will work together closely to ensure that this policy is working effectively.

Chiltern Way Academy will do its best to ensure that the necessary provision is made for all students.

The staff and Trustees of Chiltern Way Academy will work to ensure that all students maximise their potential.

This policy aims to support all members of staff in providing a positive whole Academy approach towards learning, progress and achievement for our students. With this as an underlying principle, we believe that;

***All teachers are teachers of Special Educational Needs.***

***Every teacher is responsible and accountable for the progress and development of all students in their class.***

Meeting the needs of our students requires partnership working between – Local Authorities (LAs), Academy, parents/carers, students, children’s services and all other agencies.

The Chiltern Way Academy’s (CWA) vision is “Turning Futures Around”. The Academy is committed to meeting the Special Educational Needs and Disabilities (SEND), of our students and ensuring that they maximise their potential.

We believe in creating a safe, happy and successful learning environment. We are determined to give our students the skills and self-discipline to allow them to manage and take responsibility for their own lives.

## Academy Admissions

The Chiltern Way Academy Trust is the admissions authority for CWA.

To be eligible for admission the student must have an Education, Health and Care (EHC) Plan indicating Autistic Spectrum Condition (ASC) or Social Emotional and Mental Health (SEMH) as their primary need and may include Speech, Language and Communication Needs (SLCN) in the context of social communication difficulties.

As a guide we will admit students who have the following profile of need:

- Students who are broadly of average cognitive ability.
- Students who have SEMH or ASC as a primary need. SLCN is considered in the context of social communication difficulties. (Given the range of need across ASD and SLCN, a judgment will need to be made as to whether we are a suitable placement).
- The sensory needs of the students are compatible with the current pupil cohort and the learning environment. We are not a suitable setting for students who display extreme sensory behaviours and who require low arousal environments.
- Students who are likely to respond to a behavioural management approach within a small supportive environment.

## Aims and Objectives

### Aim

To ensure that Chiltern Way Academy students receive the care, support and education that they deserve 'and are afforded the right to' under current UK legislation.

To raise the aspirations of and expectations for all students with SEND, CWA provides a focus on outcomes for children and students and not just hours of provision/support.

### Objectives

The SEND Policy of the Chiltern Way Academy reflects the principles of the 0-25 SEND Code of Practice (2015). The aims of this special educational needs and disabilities policy are to:

- Ensure the Equality Act 2010 duties for students with disabilities are met.
- Enable students to have their needs met.
- Consider the views of the students with special educational needs.
- Encourage good communication and genuine partnerships with parents/carers of children with special educational needs.
- Facilitate full access to a relevant curriculum that provides students with the knowledge, resilience and skills to enable them to have purposeful and lasting employment.
- In conjunction with the Administration of Medication Policy, make arrangements to support students with medical conditions and to have regard to statutory guidance supporting students at the Academy with medical conditions.
- Implement a Person-Centred Review process.

- Develop a culture of inclusion, valuing Quality First Teaching for all learners, with teachers using a range of effective differentiation methods.
- Employ a collaborative approach for learners with a SEN or disability, their families, staff within the Academy, other external agencies including those from Health and Social Care.
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family.
- Share expertise and good practice across the Academy and local learning community.
- Make efficient and effective use of Academy resources.
- Have regard to the Code of Practice (2015) for the identification, assessment, support and review of special educational needs.
- Provide a Special Educational Needs and Disabilities Co-ordinator (SENDCo) who will work with the Policy.
- Provide support and advice for all staff working with students with special educational needs and disabilities.

## Designation and Identified Special Needs and Disabilities

All students attending CWA have an EHCP (Education Health and Care Plan).

The Academy is designated to educate and care for students aged 4-19 years, with a primary diagnosis of social, emotional, communication and interaction difficulties (SECID). There are four broad areas of SEN identified in the SEND Code of Practice (2015). Students at Chiltern Way Academy demonstrate needs which may fall into some or all of these categories. Many of these needs overlap in our students, this is known as comorbidity.

### **1. Communication and Interaction**

*Children and students with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.*

*Children and students with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.*

### **2. Cognition and Learning**

*Support for learning difficulties may be required when children and students learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.*

*Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.*

### **3. Social, Emotional and Mental Health difficulties**

*Children and students may experience a wide range of social and emotional difficulties which manifest in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and students may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.*

*Schools and colleges should have clear processes to support children and students, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other students. The Department for Education publishes guidance on managing students' mental health and behaviour difficulties in schools.*

### **4. Sensory and/or Physical Needs**

*Some children and students require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and students with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and students with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and students is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.*

*Some children and students with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.*

There is a wide range of need within and across these categories. Our Admissions Policy (see policy section of our website) defines the needs that the Academy can meet.

CWA recognises and addresses the following areas which are not SEN but may impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN);
- Attendance and Punctuality;
- Health and Welfare;
- English as an additional language (EAL);
- Being in receipt of Student Premium Grant;
- Being a Looked after Child (LAC);
- Being a child of Serviceman/woman;
- Year 7 literacy and numeracy catch-up.

## Curriculum

The Curriculum at CWA supports our vision “Turning Futures Around”. It gives the students the opportunity to learn and develop in a supportive and creative environment in which there is a focus on literacy, numeracy, social development, behavioural development, physical and emotional well-being, and the development of employable skills.

Students entering the Academy in years 7 and 8 begin in our ‘Transition Phase’. Here the Curriculum is delivered in a primary style environment that focuses as much on emotional development as it does on academic progress. We are intent on ensuring our younger students have the emotional resilience and independence to achieve as they move up through the Academy. As they progress into year 8 our students are introduced to the more traditional upper Academy model.

At Key Stage 4 we provide a tailored curriculum. Its defining purpose is to give our students the resilience and skills required to acquire sustainable and meaningful employment.

Progress and achievement is accredited via various awarding bodies such as GCSE, IMI, BTEC and where necessary ELC and functional skills.

Individual interventions, both academic and therapeutic, take place whenever need is identified.

## Early Concerns

Student progress is regularly monitored and reviewed. The Graduated Approach is used to consistently employ an ‘Assess, Plan, Do, Review’ cycle. Initially, concerns registered by teachers, parents/carers or other agencies are addressed through differentiation. The Academy keeps a record of all strategies used.

## How we Support Students

Student attainment and achievement is monitored by teachers. Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.

Where a student is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher and Special Educational Needs and Disabilities Coordinator (SENDCo). Adequate progress could:

- Be similar to that of peers;
- Match or better the student’s previous rate of progress;
- Close the attainment gap between the student and their peers;
- Prevent the attainment gap growing wider.

Where students continue to make inadequate progress despite support, the teacher will work with the SENDCo and agree appropriate actions.

## EHCP - Reviewing Progress

Progress is monitored against students' EHCP targets and outcomes.

We aim to provide and discuss written reports and reviews with parents/carers three times per year. These take place in the form of two Parents' evenings and an Annual Review.

Parents are formally invited into the Academy to discuss progress in 'Person Centred Reviews' (Annual Review)

The Person Centred Review allows all of those involved with the young person to come together and:

- Review progress;
- Raise concerns;
- Plan for the next 12 months.

From Year 9 Transition Planning will take place for Post 16 options.

## Supporting Students and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the Academy and other professionals to ensure that their child's needs are identified properly and met as early as possible.

The Academy endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At Chiltern Way Academy we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child.
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents/carers can find information on Buckinghamshire LA Local Offer at:

<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page>

Parents/carers can find support from SEND IASS (Information Advisory Support Service):

<http://www.factbucks.org.uk/information/local-offer/2-uncategorised/146-bucks-send-iass>

The Academy has a statutory requirement to provide a SEN Information Report; Regulation 51, Part 3, section 69(3)(a) of the Act

Parents/carers can find a copy of our SEN Information Report at:

[https://chilternway.org/public/downloads/\\_Z13o/SEN%20INFORMATION%20REPORT%20CWA%20Final.pdf](https://chilternway.org/public/downloads/_Z13o/SEN%20INFORMATION%20REPORT%20CWA%20Final.pdf)



The Chiltern Way Academy has a wide range of policies and procedures which govern its safe and compliant operation. These are drawn from guidance and good practice established across the UK and reviewed on a periodic basis by the school and approved by the appropriate body/committee.

They are available to download for your convenience at: <https://chilternway.org/policies>

Of particular interest is the Accessibility Policy and Plan.

<https://chilternway.org/public/downloads/xmAf-/Accessibility%20Policy%20and%20Plan.pdf>

To be eligible for admission the student must have an Education, Health and Care (EHC) Plan indicating Autistic Spectrum Condition (ASC) or Social Emotional and Mental Health (SEMH) or Speech, Language and Communication Needs (SLCN) as their primary need.

The admission policy.

[https://chilternway.org/public/downloads/\\_Zb9M/Admissions%20Policy%20draft.pdf](https://chilternway.org/public/downloads/_Zb9M/Admissions%20Policy%20draft.pdf)

The administration of medication policy.

<https://chilternway.org/public/downloads/s3z-c/Administration%20of%20Medication%20Policy.pdf>

The exams disability policy

[https://chilternway.org/public/downloads/dja3\\_/Disability%20policy%20\(exams\).pdf](https://chilternway.org/public/downloads/dja3_/Disability%20policy%20(exams).pdf)

This policy details how the centre facilitates access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, by outlining staff roles and responsibilities.

## Transition to the Academy

Our students take part in a transition day, whether it is from a feeder school, class to class, across key stages or to another school including Secondary School and Post 16.

It is possible that some students will require further transition. If this is the case, it will be discussed with parents as and when appropriate.

## Request for Change of Specialist Provision

Our approach is to ensure that CWA provides the correct provision for our students. If it is identified that CWA is not right for our students we will work with the LA to ascertain the correct provision and transition our students into alternative schools, whether it is a return to mainstream or change of special school etc.

## Children in Care:

When a child is in care, the carers are accorded the same rights and responsibilities as parents.

## Student Voice

We value and act on student input. Students are able to share their views in a number of different ways (appropriate to age and ability).

Student input is welcome at any time but is specifically sought as part of their person centred annual review. We ask all students to contribute to the setting of their own outcomes.

## Partnership with External Agencies

The Academy strongly supports partnership working. We have a wide range of partnerships with external agencies.

## Continuing Professional Development (CPD) for Special Educational Needs

- Regular and relevant in house CPD for all teaching and support staff.
- External trainers provided, periodically, to address more specialist training needs such as dealing with specific medical conditions or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in the Academy. Some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a student.

## Roles and Responsibilities

### Trust Board

The Trust Board endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- Use their best endeavours to make sure that our students gets the support they need – this means doing everything they can to meet children and students' Special Educational Needs.

### Head of Campus

The Head of Campus has responsibility for the day-to-day management of all aspects of the Academy's work. The Head of Campus will keep the Trust Board fully informed on Special Educational Needs issues.

### Special Educational Needs and Disabilities Coordinator (SENDCo)

In collaboration with the Heads of Campus' and Trust Board, the SENDCO will determine the strategic development of the SEND policy. The ultimate aim is to raise the achievement of students with SEND.

The SENDCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies.

### All Teaching and Non-Teaching Staff

- All staff are aware of the Academy's SEND policy.

- Class teachers are fully involved in providing high quality teaching, differentiated for individual students. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable students.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to students' diverse needs in order to remove potential barriers to learning.
- Teaching assistants will work closely with the class teacher on planning, on student response and on progress.

## Medical Needs

### **The Academy**

The Children and Families Act 2014 places a duty on Academies to make arrangements to support students with medical conditions. Individual medical information forms will normally specify the type and level of support required to meet the medical needs of such students. Medical need will also be identified on EHCPs.

## Complaints

Parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the Academy's Complaints Policy  
<https://chilternway.org/public/downloads/Yw5Ry/Complaints%20Procedure%20Policy.pdf>  
Please contact the Head of Campus in the first instance.