

**VALE OF  
YORK  
ACADEMY**



# Special Educational Needs and Disabilities Policy

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<b>Policy review date:</b>	<b>September 2019</b>
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<b>Policy status:</b>	<b>Statutory</b>
<b>Responsible member of SLT:</b>	<b>Gavin Kumar</b>

<b>Date of issue:</b>	<b>September 2018</b>
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# **SPECIAL EDUCATIONAL NEEDS POLICY 2018-2019**

## **Introduction**

This policy seeks to enable a diversity of students to share in common educational experiences whilst acknowledging that some students will require positive action to achieve their full educational and social potential. The policy is underpinned by the guidance issued in the new SEN Code of Practice which became statutory in September 2014. Where appropriate terminology used both in the new and current Code has been included for clarity.

## **Practice and Monitoring**

The responsibility for arrangements to identify, assess and meet the special needs of pupils in the school rests with the Governing Body. They have, through the Principal, delegated these duties to the following persons:

**Responsible Governor** Sarah Byrne

**Co-ordinator for Special Educational Needs** - (Acting) Mr Gavin Kumar

## **The duties of staff with respect to SEN**

### **The SEN Co-ordinator will:**

- Manage the day to day operation of the Academy's Special Educational Needs Policy.
- Advise on and assist with the identification of students with special educational needs.
- Advise on the assessment, monitoring and recording of the learning of all students with Special Educational Needs / Disabilities.
- Take the lead in the management of provision for students on the Academy's Special Educational Needs Register.
- Advise teachers on strategies to ensure access to the curriculum for students with Special Educational needs and/or disabilities.
- Mobilise appropriate responses, including obtaining and deploying support from external agencies, and making the most effective use of the resources for support within the school.
- Work and liaise with the parents of students with Special Educational Needs and/or disabilities.
- Update and monitor the Academy's Special Educational Needs Register.

### **Subject Teachers will:**

- Differentiate activities within lessons to ensure access to the curriculum.
- Raise initial concerns regarding individual students at departmental meetings.
- Identify, detail and report concerns to SENCO.
- Monitor individual progress.
- Meet with parents when appropriate.
- Contribute to the review process for students on the SEN register.

### **Form Tutors will:**

- Monitor individual progress along with the Year Leader and SENCO.
- Liaise with parents alongside the SENCO as is appropriate for individual students.
- Contribute to the review processes for individual students on the SEN register.

**Progress Leaders will:**

- Help liaise with external agencies and parents as is appropriate for individual students.
- Contribute to the review process for students on the SEN register.
- Liaise closely with the SENCO on progress of individual students.

**The Governing Body will:**

- Ensure that the policy is stated in the prospectus and staff handbook.
- Liaise with relevant persons to ensure that SEN provision is made appropriately.
- Ensure the on-going development of SEN policy and practice within the Academy.

**Further Information****Resources**

The funds delegated to the school for the support of students with Special Educational Needs will be identified and used to this effect.

**Admissions**

The Special Educational Needs of students will not adversely affect their admission to the Academy.

**Complaints Procedure**

Parental concerns regarding students with Special Educational Needs should be addressed in the first instance to the Co-ordinator.

**The role of the LA Pupil Support Services within the Academy**

1. The Academy will make use of guidelines and criteria published by the LA for the identification and assessment of students' Special Needs to assist in planning for their provision, deployment of resources and partnership with parents.
2. The Academy will look to the LA in the first instance, for external in-service training opportunities for staff working in support of students with SEN.
3. When a student at SEN Support of the Academy's SEN Register is failing to make satisfactory progress the Academy will, in consultation with parents, seek the involvement of the Specialist Teaching Team and advisors for advice and guidance.
5. Similarly, when the Academy considers, in consultation with parents, that the student may fulfil the LA criteria for an Educational Health Care Plan, the School will request a Statutory Assessment by the LA. Parents of students undergoing statutory assessment can also be supported by the SENDIASS service to help gather the evidence for their submissions which are an essential part of the process.
6. If a student is supported with an Educational Health Care plan the additional resources may be wholly or partly in the form of an additional teacher or Learning Support Assistant time. Other types of resourcing will be considered where appropriate e.g. use of alternative technology. This will be deployed by the SENCO, in consultation with the parents, to ensure the student is working towards the educational, social or behavioural objectives/ outcomes outlined in the Statement / Educational Health Care Plan.

8. The LA will review at least annually, every EHCP. A date and time for the Review Meeting will be arranged by the SENCO. Relevant professionals will be invited to attend by the Academy. The Review meeting will assess the student's progress towards achieving the objectives / outcomes listed on the Statement/ Educational Health Care Plan and evaluate the provision made for this purpose. The SENCO will produce a report / updated plan of the meeting noting points discussed and new agreed outcomes. This report, together with any other evidence relating to student progress considered at the meeting, will be sent to the LA Special Needs Advisory Panel, who will consider whether any changes should be made to the Statement/ Educational Health Care Plan, as a result of the Meeting. Copies will also be circulated to all persons attending the Review Meeting.

In the case of Year 9-11 Reviews professionals will also be invited to attend to provide expertise and information for both parents and the school.

9. Key staff involved with pupils with SEN at the Academy will attend a Liaison Meeting to be held termly at the School. The agenda of the meeting will be the discussion of the Special Educational Needs of students registered at SEN Support and who are giving particular cause for concern. This will be done with a view to providing a co-ordinated, planned response to referrals and allocation of time. Newly transferred pupils registered at lower stages may also be included. The SENCO, Year Leader, Pastoral team, Educational Psychologist and a range of professionals as is appropriate will also be invited to attend the meeting. The date for the next meeting will be set at the end of each meeting. Minutes of the meeting will be taken by the Academy and circulated to all those invited to attend.

**Next Review: June 2019**