



Springwell
Leeds

Special Educational Needs and Disabilities Policy

February 2019



Introduction

We believe this policy relates to the following legislation:

- Children Act 1989
- Education Act 1996
- School Standards and Framework Act 1998
- Education (Special Educational Needs) (Information) Regulations 1999
- Education Act 2002
- Mental Capacity Act 2005
- Education and Inspections Act 2006
- The Tribunals, Courts and Enforcement Act 2007
- Education (Special Educational Needs Coordinators) (England) Regulations 2008
- Tribunal Procedure (First-tier Tribunal) (Health, Education and Social Care Chamber) Rules 2008
- Education (Special Educational Needs Coordinators) (England) (Amendment) Regulations 2009
- Equality Act 2010
- Education Act 2011
- School Discipline (Pupils Exclusions and Reviews) (England) Regulations 2012
- Children and Families Act 2014
- Children and Families Act 2014 (Transitional and Saving Provisions)(No 2) Order 2014
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs (Local Offer) Regulations 2014
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Counter-Terrorism and Security Act 2015

The following documentation is also related to this policy:

- Quality Standards for Special Educational Needs (SEN) Support and Outreach Services (DCSF)
- School Admissions Code (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Supporting Pupils at School with Medical Conditions: Statutory Guidance for Governing Bodies of Maintained Schools and Proprietors of Academies in England (DfE)
- The Statutory Framework for the Early Years Foundation Stage (DfE)
- Working Together to Safeguard Children (2015) (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Reasonable Adjustments for Disabled Pupils (2012) (Equality and Human Rights Commission)
- Supporting Pupils at School with Medical Conditions (2014) (DfE)

We wish to comply with the Special Educational Needs and Disability Code of Practice: 0 to 25 Years, the Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities and with sections 29, 34, 35, 66, 67, 68, 69 and 100 of the Children and Families Act 2014.

Aim:

Springwell Leeds Academy is committed to providing high quality support to pupils with Special Education Needs and Disabilities (SEND), specifically to those for whom Social, Emotional and Mental Health (SEMH) is a primary need. We take a needs based approach to the provision of support for our

pupils and use inclusive practices with a focus on raising aspirations and improving outcomes for our children and young people. We work closely with our pupils, their families and carers, and other services with the aim of providing the best possible learning experience for all our students.

SEND Code of Practice

- The 2014 Code of Practice outlines a new approach to SEND provision. This system came into place in September 2014 and includes the following key changes:
- SEN statements are currently being replaced with Education, Health and Care plans (EHCP), which support children from birth-25 years. Year 5, 9 and 11 will transfer over during this academic year.
- Children's' SEN are described in the following four broad categories:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health
 - Physical and sensory
- Children and their families are placed at the centre of discussions with a particular focus on a child's own views and aspirations and the parents' experience of, and hopes for their child.
- Teachers are expected to deliver 'Quality First Teaching'.

Defining SEND

The 2014 SEND Code of Practice says that a child or young person has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for him or her. At compulsory school age this means:

- he or she has a significantly greater difficulty in learning than the majority of others the same age, or,
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools (SEND Code of Practice: 0 to 25 Years– Introduction xiii and xiv).

Admissions

Full guidance on admissions to Springwell Leeds Academy can be found within the Academy's Admissions Policy.

Springwell Leeds Academy is a specialist academy catering for pupils in Key Stages 2-4 with severe Social, Emotional and Mental Health difficulties (SEMH). All the places at our Springwell Leeds are commissioned by Leeds City Council and determined by the Local Authority's Special Educational Needs Service (SENSAP) in consultation with the Academy.

Admission to the Academy is determined by the criteria set out below, which are listed in order of priority:

1. Children who have been referred through the Leeds Local Authority Multi Agency Panel (MAP) and have an Education, Health and Care Plan (EHCP) that names Springwell Leeds Academy.
2. Children who have been referred through the Social, Emotional and Mental Health Panel (SEMH) for an assessment place, pending assessment of needs and application for an Education, Health and Care Plan (EHCP). If these children are currently on the role of another school, they will be dual registered with their school of origin until assessment is completed and Springwell Leeds Academy named on their EHCP.

Consultation

Consultation with the Springwell Leeds Academy will be coordinated by the Executive SENDCO (Mary Mercer) who will liaise with SENDCOs in each of the different settings. When considering the suitability of a placement, the Academy will consider whether or not the needs of the pupil can be reasonably met. The needs of the pupil will be considered but consultation will also take account of:

- availability of a place in an appropriate group and setting;
- the effect a potential pupil may have on the existing school population in terms of behaviour, health and safety, quality of learning within the class group and potential risk **to self** and to other pupils.

Consultation with the Executive SENDCO can take up to 15 days.

Admission into Springwell Leeds is administered through a predefined process in agreement with Leeds City Council. The full Springwell Leeds Admissions Policy is available from the Academy website

Prior to an admission the Executive SENDCO will arrange a home visit to meet the family of the prospective pupil and arrange a visit to the school. The home visit will be undertaken by an appropriately experienced member of staff, such as the SENDCO. All visits to the Academy are prearranged to minimise disruption to learning and ensure the relevant staff members are available. If the child is currently in a different educational provision, wherever possible, a member of the team will visit them in that setting. Wherever possible a multi professional meeting with those who form the team around the child (TAC), as well as family / carers will also be held.

Supporting transition

The length and structure of transition is tailored to pupils' individual needs and is agreed between the family/carers and the two schools. Liaison will take place between the family/carers, the Academy, SENSAP and the school of origin to ensure that all relevant information has been gathered and transferred. Transition can take place over a number of days or up to a number of weeks, depending upon the needs of the child. On arrival Springwell Leeds staff will conduct additional assessments so that a full understanding of a pupils learning, social and emotional developmental needs can be gained.

SEND provision at Springwell Leeds Academy

In line with the principles outlined in the 2014 Code of Practice and the Children and Families Act of 2014, Springwell Leeds aims to:

- Identify, at the earliest possible opportunity, barriers to learning and participation for all pupils.
- Ensure that every child experiences success in their learning and achieves to the highest possible standard.
- Ensure, where appropriate, that examination access arrangements are in place **at all key stages**.
- Enable all children to express their views and to be involved in decisions which will affect their education, and to participate in lessons fully and effectively.
- Value and encourage the contribution of all children to the life of the school.
- Work in partnership with parents to ensure that they are aware of their child's special needs and that there is effective communication.
- Collaborate with health and social care services to provide support for pupils and their families.
- Ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.
- Work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.

Although Springwell Leeds Academy is a specialist provision, we are aware that there are other needs that may require additional support. These are not considered SEN but may still impact on progress and attainment. These include:

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a child who is looked after (CLA)
- Being a child of a serviceman/women
- Any other underlying reason that requires a response.

We also recognize that some of our children will have medical needs and disabilities that are not SEMH and we work hard to ensure that our provision is adjusted and adapted appropriately to meet these needs.

Identification.

Although all our pupils have an EHCP which provides clear guidance around SEMH needs; it is a requirement that further assessment and screening is undertaken for pupils when required, this is done through the following:

- Baseline assessments upon entry to Springwell Leeds for numeracy and literacy difficulties
- Examination and updating of Individual Pupil Risk Assessment (IPRA) and Positive Behaviour Plans (PBP)
- A Speech, Communication and language need (SCLN) NHS screener
- A Connors questionnaire, to screen for SEMH need
- An ASC/ ADHD questionnaire for pupils who show behaviour associated with autism/ADHD but who have no formal diagnosis

SEMH need is wide and complex throughout Springwell Leeds Academy. No two pupils are alike, we support pupils with a wide variety of conditions and co-conditions such as:

- Attachment
- Pervasive developmental delay (PDD), this embraces spectrum conditions such as ASC, ADHD as well as Persistent Demand Avoidance (PDA) and Obsessive compulsive disorder (OCD)
- Anxiety conditions including social anxiety
- Fetal Alcohol syndrome (FAS)
- Self-harm and substance abuse
- Post-Traumatic Stress Disorder (PTSD)
- Bereavement and loss

No matter what the identification process results in all pupils are supported and taught according to their individual and unique profile of needs.

Curriculum

We have developed an exciting and innovative SEMH curriculum based upon the principles of:

- the highest expectations for our young people
- passion about progress and the expectation that this will be ensured throughout our curriculum and therapeutic support offer
- an unswervingly positive ethos that embraces innovation and new ideas around teaching and learning and support for pupils with SEMH

- a personalized and nurturing approach to learning
- inspiring students to engage
- ensuring that students achieve well
- prepares students for their next steps into further education, work or training

As an Academy, we still work to the principles of Every Child Matters and work to ensure that all our children and young people can:

- be healthy.
- stay safe.
- enjoy and achieve.
- make a positive contribution.
- achieve economic well-being

At the centre of this are our pupils' Education, Health and Care Plans through which we focus on the essential knowledge and skills they need to be good citizens and make the most of the opportunities, responsibilities and experiences of adult life. We aim to provide a broad, balanced and personalised curriculum that supports all pupils to push the boundaries of their potential and promotes their spiritual, moral, cultural, mental and physical development. When appropriate, pupils access a core curriculum, including English, maths and science and a subject and vocational curriculum that enables all pupils to gain appropriate qualifications and accreditation. We recognize the importance of the Arts in our curriculum and aim to provide opportunities for all our young people to experience and access music, art, dance and drama.

Nurture

To meet the needs of learners with very specific and often extremely complex needs, where appropriate this curriculum is delivered in-line with the six principles of nurture.

1. Children's learning is understood developmentally
2. The classroom offers a safe base and effective learning can only be made when the environment is tailored to pupil needs
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

Therapeutic Support.

On the occasions when quality first teaching is not wholly effective in addressing the needs of students the Academy offers targeted support and a range of individualized interventions. These include:

- Educational Psychologist
- Clinical Psychologist (through CAMHs)
- Speech and language Therapy
- Counselling
- Child Psychotherapy
- Play, including Lego therapy
- Music therapy
- Animal assisted therapy
- Theraplay

Teacher access this additional support through a referral system to a central Additional Targeted Support panel (ATS) chaired by the Executive SENDCO. This panel ensures that the appropriate targeted support resource is allocated to each referral. The panel meets weekly, ensuring that no child has to wait long for additional help and to regularly check that all outcomes identified are met.

SENDCO Responsibilities

As the Springwell Leeds is a city wide, multi-site provision the Academy's SENDCO responsibilities are coordinated by the Executive SENDCO who leads a team of SENDCO's – one based in each of our settings.

The Executive SENDCO, in collaboration with the leadership team and the governing body of the Academy, plays a key role in helping to determine the strategic development of the SEND policy and provision within the Academy. The Executive SENDCO takes the day to day responsibility of the operation of the SEND policy, working closely with staff, pupils, parents, carers and outside agencies. The Executive SENDCO also provides related professional guidance to colleagues with the aim of securing high quality teaching and provision across the Academy. This involves, in part, delivery of high quality staff SEN/SEMH training and development which is led by the SENDCO's or associated professionals in the ATS team.

The Executive SENDCO, with the support of the site based SENDCOs and Academy leadership team, seeks to develop, plan, implement and review effective ways of overcoming barriers to learning through the analysis and assessment of pupils needs and through setting targets for improvement.

Springwell Leeds Academy aims to meet the individual needs of children and young people, initially through quality first teaching, using personalized learning and a range of specialist strategies to support progress. SENDCOs work closely with teaching staff to offer further advice and support as necessary to ensure EHCP outcomes are met.

Profiles and Plans

As part of the ASSESS – PLAN – DO – REVIEW cycle of provision, pupil centred profiles and plans are used to ensure that the specific needs of all pupils are met.

Currently in terms of SEN support, this is carried out through the following:

- 1) One-page profiles (OPP): A one-page profile, led by the pupil and family, which gives specific information in response to the following statements:
 - What people like about me
 - What is important to me
 - What support I need.
- 2) Needs Profile (NP): A one-page summary of giving a description of the additional needs of pupils with recommendations for support.
- 3) Personal learning plan (PLP): A one-page document which lists the outcomes from a pupils' EHCP and their direct link to the learning objectives in a half term cycle is currently under development.

Monitoring and Review

All students have a statutory annual review of their statement/EHCP. Where there is a significant change of need or provision, the annual review will be brought forward.

Person Centred Reviews (PCR)

All pupils have a PCR of their EHCP annually. These are carried out by the SENDCO with the teacher, care team staff and all professionals linked to the young person present. However, it is the views of both the young person and parent /carer which are central to the discussion.

The PCR is carried out in a relaxed, informal manner and all information shared is easy to access and feedback from. This includes easy to access pupil and parent voice forms as well as agency and teacher feedback forms. A full review report is made at the same time as the updating of the EHCP and both are made available to parent/ carers, as well as the local authority.

Student progress is tracked and monitored through a range of measures including:

- Assessment of learning
- Reading age
- Spelling Age
- Number Age
- Boxall profiles
- SDQ
- Attendance
- Behaviour records

This data is tracked and reviewed on a regular basis and appropriate targets are set. Parents/ carers, students and staff have a termly review of progress, involving a face to face meeting and discussion about the students' progress, achievements and areas for improvement. In addition to this, frequent communication through daily reports and frequent phone calls take place between Academy staff and home.

Transition

When the pupil is ready to move to their next provision, school or college, there is a carefully planned, individualised transition programme where pupils, parents, school staff and all relevant outside agencies are involved at every stage.

Complaints

As part of the normal Academy practice, parents and carers are welcome to discuss the provision made for their child with the SENDCO, class teacher, and/or Principal. We encourage all parents and carers to be actively involved in their children's education and to raise concerns with Academy staff at the earliest opportunity. Most concerns can usually be overcome through timely discussion and clear communication, but, if concerns persist, the parent may choose to make a complaint in line with the Academy's Complaints Policy. The school is committed to responding to the queries of the parents and guardians as soon as possible in line with Chapter 11 of the 2014 Code of Practice.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school. This commitment is outlined in our Equality Policy.

The Disability Rights Code of Practice

The Equality Act 2010 prohibits schools from discriminating against disabled children in their admission arrangements, in the education and associated services provided by the school for its pupils, or in relation to exclusions from the school. Springwell Leeds Academy will not treat disabled pupils less favourably for a reason relating to their disability, and will take reasonable steps to ensure that they are not placed at a substantial disadvantage to those who are not disabled.

Medical conditions

We recognise that pupils at school with medical conditions should be supported to have full access to the curriculum, including school trips and physical education. Some may be considered disabled, in which case we will comply with the Equality Act 2010. Further information can be found in our Equality Policy and our Supporting Pupils with Medical Conditions Policy.

About this policy

Written by: S. Jacques

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Ratified by Governors March 2019

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