



THE EAST MANCHESTER ACADEMY

SPECIAL EDUCATIONAL NEEDS POLICY

Policy Name: Special Educational Needs Policy

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Introduction

The Academy aspires to be an inclusive school which maximises the potential of each of its pupils and supports and address their varying individual needs. It is our ambition that every child with special educational needs reaches their full potential in the Academy, and makes a successful transition to adulthood and the world of further and higher education, training or work.

The Academy will at all times have due regard to all relevant legislation and guidance, in particular the Code of Practice for SEN (2001) and the SEN and Disability Act (2001), and Disability Discrimination Act (2005 and 2007) and will work to ensure that all involved, whether pupils, parents / carers or staff, are aware of their responsibilities and rights.

The Academy welcomes the introduction of the new Ofsted inspection framework from September 2009 giving a new priority to the quality of education offered to vulnerable children including disabled pupils and pupils with SEN. The Academy recognises that under the new framework parents / carers continue to have the right to complain about provision for disabled children and children with special educational needs and that such complaints may thus trigger an inspection. Further, that outcomes for pupils with SEN as consideration in making a limiting judgement on school effectiveness and that Academy self-evaluation should be explicit about its compliance with statutory requirements on SEN and disability.

The Academy fully recognises that its provision for SEN must to be central to its core purpose.

Related Academy Policies include Learning and Teaching, Equal Opportunities, Assessment and Behaviour.

Definition

A pupil is defined as having Special Educational Needs (SEN) if he or she has a learning difficulty which requires special educational provision to be made for him or her. All pupils with SEN must have those needs addressed, via a broad and balanced education. In most cases, it is the pupil's mainstream school that will make this provision.

The Academy will ensure that pupils with SEN engage in all the regular activities of the school, so far as is reasonably practicable and is compatible with:

- the pupil receiving the special educational provision which his learning or behaviour difficulty calls for
- the provision of efficient education for the pupils with whom he or she will be educated

- the efficient use of resources

The East Manchester Academy will publish information about their SEN policy in the Governing Body's [annual report](#) which will describe principles on allocating resources among SEN pupils, and will be accessible to the whole school community.

Purpose

The purpose of the policy is to ensure that:

- the needs of those pupils with SEN are identified early through rigorous assessment and appropriate provision made to meet their needs;
- those pupils with SEN receive their full entitlement to a broad and balanced curriculum and appropriate inclusion in all Academy activities;
- pupils with SEN are valued equally with all other pupils and will be enabled and encouraged to develop their potential to the full;
- the organisation of the Academy will ensure an appropriate support framework to respond to pupils' identified needs.
- All teachers and staff take responsibility for pupils with special educational needs.

Principles

All staff are responsible for identifying and meeting the needs of pupils with SEN. All curriculum areas and all aspects of teaching and learning will take account of their needs. However, the Academy also recognises the need for specialist support and teaching to address the often substantial additional learning needs of a significant minority of pupils.

In common with its approach to monitoring pupil attainment and progress through the curriculum and pastoral structures, the SEN policy is committed to the early identification of pupils with SEN in order that immediate intervention can take place. The Academy will work collaboratively with other schools and external agencies to support early identification and to implement appropriate strategies.

The views of pupils, parents and carers will be considered when seeking to meet the needs of pupils with SEN.

All pupils are valued equally and are entitled to full access to a broad, balanced and relevant curriculum, including the National Curriculum, the Academy's specialism and the enrichment programme. Therefore, all pupils with SEN will be taught together with their peers for as much time as possible.

Pupils will, however (depending on individual need), be withdrawn from some aspects of the mainstream curriculum to be given special and specific instruction if this approach best equips them to be able to take a full and independent part in the curriculum.

All pupils are entitled to have their particular needs recognised and met, so that all can achieve success. Given also that all teachers are teachers of special educational needs and that all teaching assistants work within the curriculum framework, each will be given the appropriate training to support them in this role and to develop a high level of expertise. This ensures that:

- pupils are not inhibited or disadvantaged in their learning;
- pupils have the opportunity to achieve success in the context of the mainstream curriculum, which increases motivation and thus enhances their learning;
- the curriculum which the student with special educational needs follows is appropriate and relevant, which stimulates learning.

The provision for pupils with specific individual needs at the Academy will be co-ordinated by the Special Needs Co-ordinator [name to be inserted here]

This will be a senior leadership role in the Academy.

Implementing the Principles

The East Manchester Academy will:

- provide strong leadership and care for the physical, spiritual and mental well-being of all pupils;
- develop a culture, practices, management and deployment of resources which are designed to ensure that all pupils' needs are met
- celebrate a wide range of achievement and attainment.
- effectively use assessment information, and involve pupils and parents / carers in the process;
- work closely with other agencies to provide efficient and effective multi-disciplinary support;
- invest in a wide range of resources (including technological and digital) appropriate to supporting pupils with SEN
- make effective use of resources to ensure that pupils have the opportunity to access a relevant and balanced curriculum and take an active part in academy life;

- develop individual pupil records which contribute to assessment information and inform the next steps in learning;
- employ appropriately qualified and experienced staff;
- promote the sharing of effective practice and continuous professional development;
- involve pupils and encourage them to accept responsibility for aspects of their own learning and develop independence;
- actively involve parents/carers in the education of their child;

Wider Aspects of Inclusion

In accordance with the principles behind Every Child Matters (DfES 2004), the Academy will actively strive to meet the five outcomes for all pupils:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well-being

High quality trained staff

The Academy takes on board Lamb's recommendation that training should be developed for those working with parents of disabled and SEN children across the school workforce. Young people with SEN, and their families, have a right to be supported by high quality, skilled professionals. The East Manchester Academy will support this principle through ensuring staff have access to a Professional Development Programme which directly addresses the development of expertise in special educational needs.

This programme will be a comprehensive and appropriate staff development programme which addresses the skills and knowledge staff will need to fully support and teach all learners who attend the Academy. This will be available not only to teaching staff but also to support staff and all those involved in managing the statutory assessment process.

Roles and responsibilities in policy development

The Governing Body and Principal will have overall responsibility for developing the policy and will involve Academy staff in the development process. In developing the policy, consideration will be given to acknowledged good SEN practice in local primary and special schools and in the LA. The views of pupils, parents and carers will be sought and taken into account in the development of the policy and in its implementation.

Arrangements for Co-ordinating Provision for Pupils with SEN

The Governing Body of the Academy will designate a person who may be the Principal, the Chair of the Governing Body or another governor as appropriate, who will be the responsible person for the purposes of the following duties in relation to pupils with SEN. Such duties require the Governing Body to:

- do its best to ensure that the necessary provision is made for any pupil who has special educational needs;
- ensure that, where the 'responsible person' - the Principal or the appropriate governor – has been informed by the LA that a pupil has individual needs, those needs are made known to all who are likely to teach him/her;
- ensure that the teachers in the school are aware of the importance of identifying, and providing for, those who have individual needs;
- consult the local authority and the governing bodies of other schools in the area, when it seems necessary or desirable, in the interests of co-ordinated individual needs provision in the area as a whole;
- ensure that a pupil with individual needs joins in the activities of the school together with students who do not have individual needs, so far as is reasonably practical and compatible with the student receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources;
- report to parents /carers on the implementation of the Academy's policy for pupils with individual needs;
- have regard to the Code of Practice for SEN when carrying out its duties towards all pupils with special educational needs;
- ensure that parents /carers are notified of a decision by the school that SEN provision is being made for the pupil. (See Code of Practice for SEN (2001) section 1:2)

The Special Needs Co-ordinator will be responsible for coordinating the day-to-day provision of education for students with SEN. Their role includes:

- overseeing the day-to-day operation of the Academy's SEN policy
- liaising with and advising fellow teachers and support staff
- managing the SEN team of teaching assistants
- coordinating provision for pupils with individual needs
- overseeing the records on all pupils with individual needs
- liaising with parents / carers of pupils with individual needs
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, the Connexions PA, health and social services and voluntary bodies.

Facilities for pupils with SEN and who are disabled

On the completion of The East Manchester Academy building project in Summer 2010, the Academy will be fully DDA compliant. It further complies with DfA2 and a full review has been carried out with MCC's Access Group.

The Academy prospectus includes details of the governing body's policy for pupils with SEN and in particular includes the information specified in Schedule 1 to the Education (Special Educational Needs) (Information) Regulations 1999 as amended or re-enacted from time to time.

It also includes details of the arrangements for the admission of disabled pupils; the steps taken to prevent disabled pupils from being treated less favourably than other pupils; and the facilities provided to assist access to the Academy by disabled pupils (disabled pupils meaning pupils who are disabled for the purposes of the Disability Discrimination Act 1995).

Admissions

- Arrangements for the admission of pupils with SEN are in full accordance with Manchester Local Authority Admissions Policy.
- The Academy, by virtue of its new building, will aim to reflect best practice in terms of adherence to the Disability Discrimination Act

- Where a local education authority proposes to name the Academy in a statement of SEN made in accordance with section 324 of the Education Act 1996, the Academy shall consent to being named, except where admitting the child would be incompatible with the provision of efficient education for other children; and where no reasonable steps may be made to secure compatibility. In deciding whether a child's inclusion would be incompatible with the efficient education of other children, the Academy shall have regard to the relevant guidance issued by the Secretary of State to maintained schools.
- In the event of any disagreement between the Academy and the local education authority over the proposed naming of the Academy in a statement, the Academy may ask the

Secretary of State to determine whether the Academy should be named. The Secretary of State's determination shall, subject only to any right of appeal which any parent or guardian of the child may have to the Special Educational Needs and Disability Tribunal (SENDIST), be final.

- If a parent or carer of a child in respect of whom a statement is maintained by the local education authority appeals to SENDIST either against the naming of the Academy in the child's SEN statement or asking the Tribunal to name the Academy, then the decision of the Tribunal on any such appeal shall be binding and shall, if different from that of the Secretary of State under paragraph 7 above, be substituted for the Secretary of State's decision.
- Where the Academy has consented to be named in a child's statement of SEN, or the Secretary of State or SENDIST have determined that it should be named, the Academy shall admit the child notwithstanding any provision of Annex 2 of this agreement.

Monitoring review and evaluation

The SENCo will report regularly to the Principal and Governing Body in relation to SEN.

Parents/carers also have a role to play though their contribution to reviews of their young people's learning, linking with schools and Academies over their child's individual education plans.

In carrying out its responsibilities towards young people with special educational needs the Academy will:

- Keep its arrangements and provision for SEN under review.
- Review the effective use of its resources.

- Review and evaluate the Academy’s arrangements for individual education planning and reviewing, including parental and Support Services involvement.
- Internally monitor all SEN arrangements and curricular provision against published criteria. Such monitoring will take account of the Academy’s Development Plan and SEN policy and the finance delegated under LMS arrangements.

The monitoring and evaluation of the effectiveness of provision towards meeting the additional needs of young people who have special needs covers a range of important and interrelated areas. In particular:

- Allocation and effective use of resources.
- The performance and quality of service providers as experienced by pupils and staff.
- The provision for young people with special needs within the Academy including annual review of statements and individual learning plans.
- Individual pupil progress as measured against set targets.
- Use of delegated funds

The SENCO will review this policy on an annual basis and any proposed changes will be reported to the Principal, Governing Body, Academy staff and the wider community.

Adopted by the TEMA On

Chair of Academies Trust Board

Principal

Review date

Appendix - Related Documents:

Lamb Inquiry 2009

May 2008: Revised [guidance on the education of children with behavioural, emotional and social difficulties](#)

March 2007: Promoting disability equality in schools

[Promoting disability equality in schools](#) is a new section of [Implementing the Disability Discrimination Act in schools and early-years settings](#).

Jan 2007: Disability Equality Duty guidance

Jim Rose and dyslexia website

Legal Framework

The national framework within which LAs and schools are required to identify assess and provide for the needs of pupils with SEN has undergone considerable change over the last decade.

In 1993 the general principle that young people with SEN should, where this is what parents/carers want, normally be educated at mainstream schools was enshrined into law

The **Salamanca statement** drawn up by UNESCO and supported in the United Kingdom adopts “as a matter of law or policy the principle of inclusive education, unless there are compelling reasons for doing otherwise”.

The 1997 Government Publication **Excellence for All Children** - Meeting Special Educational Needs set out a strategy to improve standards for students with SEN.

In 1998 "**SEN - A Programme for Action**" was published and in conjunction with the 1999 Disability Rights Task Force Report **From Exclusion to Inclusion**, the rights of young people to be educated in mainstream schools was strengthened.

The revised **SEN Code of Practice** (January 2002), the Special Educational Needs and Disability Act 2001 and the Disability Discrimination Act provide a statutory framework upon which our SEN policy is built.

The **Disability Equality Duty** (Part 5A of the Disability Discrimination Act 1995, inserted by the Disability Discrimination Act 2005) places on **all public authorities (including schools)** a general duty, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between disabled people and other people;
- Eliminate discrimination that is unlawful under the Disability Discrimination Act 1995 (as subsequently amended);
- Eliminate harassment of disabled people that is related to their disability;
- Promote positive attitudes towards disabled people;
- Encourage participation by disabled people in public life;
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

We recognise that children and young people with certain learning and behaviour needs are classed as experiencing a disability.

This policy will take heed of the DDA 2005 and 2007 guidance which is dealt with in more detail in the Academy's Disability Equality Scheme.

Tackling bullying of children with SEN and disabilities - Guidance for schools on tackling bullying involving children with SEN and disabilities was published in May 2008.