



Co-op Academy
Stoke-on-Trent

Special Educational Needs and Disability Policy

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Section 1: Introduction and Overview

The Special Needs and Disability Policy is part of the Academy's Inclusion Policy.

Links with other school policies

This policy should be viewed in conjunction with all other school policies, in particular our policies for Learning and Teaching, Assessment and Behaviour.

Rationale

Co-op Academy Stoke-on-Trent is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs or disability have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and enables them to be fully included in all aspects of school life.

We believe that all children and young people should be equally valued in the Academy. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Co-op Academy Stoke-on-Trent is committed to inclusion. Part of the Academy's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, difficulty, disability, attainment levels and background. We pay particular attention to the provision for and the achievement of different groups of learners:

This policy describes the way we meet the needs of children and young people who experience barriers to their learning and the steps we take to remove those.

We recognise that students learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our younger students, for whom maturity is a crucial factor in terms of readiness to learn in a secondary school environment. We believe that many students, at some time in their school career, may experience difficulties which affect their learning and behaviour, and we recognise that these may be long or short term.

Co-op Academy Stoke-on-Trent aims to identify these needs as they arise and provide teaching and learning contexts, which enable every student to achieve his or her full potential.

Co-op Academy Stoke-on-Trent sees the inclusion of students identified as having special educational needs as an equal opportunities issue. We also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

The SEND Coordinator also takes the lead role in relation to inclusion and is a member of the Senior Leadership Team.

A member of the Academy governing council is designated as SEND Governor.
(See website for additional information)

Objectives

1. To ensure the SEN Code of Practice, the Disability and Discrimination Act and the guidance in Removing Barriers to Achievement are implemented effectively across the academy.
2. To ensure equality of opportunity for students with special educational needs.
3. To continually monitor the progress of all students, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum through differentiated planning and provision by class teachers, SENDCO, and support staff as appropriate.
5. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those students recorded as having SEN at SEN support or who have an Education health care plan. (EHCP).
6. To ensure that students with SEN are perceived positively by all members of the Academy community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range of students as possible .
8. To enable students to move on from us well equipped in the basic skills of literacy, numeracy and social and emotional independence.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the students themselves in planning and in any decision making that affects them.

Section 2: Definition of Special Educational Needs

Whilst it is recognised that young people with SEN are not readily defined and discrete group, for the purposes of its policy Co-op Academy Stoke-on-Trent adopts the legal definition provided by the 1996 Education Act:

“A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.”

The SEN code of practice 2014 says a child has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of young people of the same age
- (b) Has a disability, which either prevents or hinders the child from making use of educational facilities of a kind provided for young people of the same age in schools within the area of the LA

Special educational provision means:

- (a) For a child over two, educational provision which is additional to, or otherwise different from, the educational provision made generally for the child's age in maintained schools, other than special schools, in the area

Co op Academy Stoke-on-Trent recognises that there is a continuum of special educational needs, which should be reflected in a continuum of provision, and that good practice in special needs goes to the very core of excellent learning and teaching.

Only in a small minority of cases will a child have special educational needs of a severity or complexity, which require an EHCP.

The 1996 Education Act (Section 32) says:

‘A child is not to be taken as having a learning difficulty solely because the language (or form of language) in which he is or will be taught is different from a language (or form of language) which has at any time been spoken in his/her home.’

Neither does the exceptionally able nor gifted child fall into the remit of special educational needs. The Academy recognises that these young people have their own needs, which are addressed separately.

We also recognise that students may have special educational needs in some areas of their learning and be identified as gifted and talented in others.

At the Co-op Academy Stoke-on-Trent we are committed to helping all students to reach their full potential and to ensure that they have a positive and fulfilling experience. Every student is valued and treated as an individual taking into account their personal learning style or additional learning needs. At the Academy we have many students who may have a Special Educational Need and Disability (SEND). Children with an additional need may require some extra help and support. All SEND are accommodated in line with the Equality Act 2010 and provision is available for all 4 areas of need outlined in the 2014 SEND Code of Practice, which are:

- Cognition and learning
- Development of language, literacy or numeracy skills
- Social, emotional or behavioural difficulties
- Sensory or physical needs
- Communication and interaction difficulties

Disabilities that students may have can also include:

- ADHD - Attention Deficit Hyperactivity Disorder
- ASD - Autism Spectrum Disorder
- SEMH – Social, Emotional and Mental Health
- Dyslexia
- Hearing impairment
- General learning difficulties
- Physical difficulties
- Speech and language difficulties
- Visual impairment

Section 3: Legal Framework

The national framework within which LAs and schools are required to identify, assess and provide for the needs of students with SEN has undergone considerable.

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 (2014), 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.

Section 4: Scope

This policy applies to all young people in Co op Academy Stoke-on-Trent who have additional or special educational needs. The policy applies equally to all students and their families whatever their gender, ethnic origin, home language, religion, disability or social circumstances.

This policy also has implications for all our partners in the SEN process, e.g. partner schools, governing bodies, parents/carers and statutory/voluntary agencies.

Section 5: Responsibilities

The SENDCO

The SENDCO is Mrs Diane Drew.

They will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up to date

The SEND governor is Mr James Eagney

They will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

The Headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any assistant teachers or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

The Academy Governing council will use its best endeavours to ensure high quality education and support for all. There is a nominated Governor with specific responsibility for SEN.

The Co op Academy of Stoke-on-Trent recognises that all staff will work with young people with SEN and that all teachers are teachers of those with special needs. The work is led by a Special Education Needs and Disability Coordinator (SENDCO) who will work closely with the nominated Governor and staff.

The role of the SENDCO within the Academy is to be responsible for:

- The day to day operation of the school SEND policy;
- Liaising with and advising school staff giving clear guidelines for procedure when needs are identified;
- Coordinating provision for students with SEND;
- Maintaining the school's SEN register and overseeing records of all young people with SEND;
- Liaising with parents of young people with SEND;
- Contributing to in-service training of staff;
- Liaising with external agencies including the Educational Psychology Service and other SEND support services, medical and social services and voluntary bodies;
- Consulting with SENDCOs from other schools to ensure effective use of resources and the dissemination of good practice;
- Managing a range of resources, human and material, including Individual and Group Education plans linked to young people with special educational needs;
- Providing support and advice to colleagues;
- Monitoring and evaluating the special needs provision and reporting to the Academy governing council on the progress of students with SEND.

The Principal has the responsibility for the overall management of all aspects of the Academy's work including provision for young people with special educational needs. The SENDCO is responsible for the day-to-day management and implementation of this policy. He/she will keep the Principal and Academy Governing Council fully informed.

The dedicated budget will be reviewed annually.

Section 6: Philosophy

The key values and beliefs which underpin Co-op Academy Stoke-on-Trent's SEND Policy are:

- Equal value and respect for all.
- Equal opportunity for all.
- Recognition of individual differences with special regard for young people with special educational needs
- The development of skills for life through the provision of appropriate learning opportunities.
- A constant search for improvement in the quality of service.
- Commitment to both the spirit and statutory requirements of legislation, including partnership between students, parents/carers and professionals.

Section 7: Statement of Principles and Values

The principles and values within Co op Academy Stoke-on-Trent's policy are underpinned by the Government's four broad aims for Local Authority policy:

- Promote high standards of education for young people with SEND.
- Encourage young people with SEND to participate fully in Co op Academy Stoke-on-Trent's community and take part in decisions about their education.
- Work with other statutory and voluntary bodies to provide support for young people with SEND.
- For young people with special educational needs, the key principles underpinning this vision and through which the above aims are to be met are:
 - Early intervention
 - Promoting inclusive education
 - Partnership with parents/carers and carers
 - Promoting high expectations
 - Equality of opportunity
 - Sharing responsibility
 - Continuum of high quality provision
 - High quality trained staff
 - Procedures, which are clear and effective
 - Monitoring, review and evaluation
 - Partnership with young people.

Section 8: Early Intervention

Co op Academy Stoke-on-Trent recognises that the early identification of a student's Special Educational Needs together with appropriate multi-disciplinary intervention should reduce the need for more intensive support later in the student's school life. In working towards this principle Co op Academy, Stoke-on-Trent will ensure that:

- Staff work closely with primary colleagues on transition
- There will be clear referral routes for staff who wish to bring to the notice of the SENDCO a student who may have Special Educational Needs.
- Every consideration will be given to the views of parents/carers in the assessment and decision making process. Young people with special educational needs will also be consulted whenever possible.
- Procedures for inter service and cross agency referrals will be actively used and reviewed regularly.

Section 9: Promoting Inclusive Education

Co op Academy Stoke-on-Trent believes that inclusive education is a human right, is good education and makes good social sense. It is recognised that inclusion is a process requiring collaborative input from Academies, schools, parents/carers, LA support services, other agencies and the broader community.

Co op Academy Stoke-on-Trent will work to the Inclusion Statement as outlined in the Inclusion policy.

Section 10: Partnership with Parents/Carers

The best results are achieved where parents/carers, schools and LAs work in partnership. In working towards this principle Co op Academy Stoke-on-Trent will:

- Assist parents/carers in their understanding of Special Educational Needs procedures, school-based provision, and other support available for their child and additional sources of help and information, for example, voluntary organisations and childcare information services;
- Provide opportunities for mediation and discussion where necessary;
- Meet parental/carer preference for school placement subject to the requirement that the individual child's special educational needs can be met; that the education of other young people will not be adversely affected and that resources are efficiently used;
- Ensure that assessment and review processes seek and take account of the parents'/carers' and child's views wherever possible;
- Provide clear and informative written advice for parents/carers about all aspects of the Code of Practice on the identification and assessment of young people with special educational needs and the range of different disabilities;
- Provide clear written descriptions of the support services available for young people with special educational needs within Co op Academy Stoke-on-Trent and the local area;
- Provide information in a variety of formats about the range of voluntary and statutory agencies, which may be able to assist parents/carers of young people with special educational needs;
- Value families as the prime educators of their children;
- Recognise that families have valuable knowledge of their child, which service providers should encourage them to share;
- Encourage families to be actively involved in relevant training/planning appropriate to their child's needs;
- Promote mutual respect as the basis for communication between Co op Academy Stoke-on-Trent and families. This should include sensitivity to families' needs, desires and understanding;
- Develop and promote open, honest and effective means of communication about the needs of young people who have SEND;
- Deliver information in an appropriate and accessible form.

Section 11: Promoting High Expectations

Co-op Academy, Stoke-on-Trent will set high standards for young people with special educational needs with an expectation that they will achieve their full potential.

In working towards this principle, Co-op Academy Stoke-on-Trent will ensure that:

- Every student experiencing Special Educational Needs will have the barriers to achieving identified and with targeted support and adjustments will reach their potential
- The National Literacy and Numeracy Strategies and relevant targets will be applied equally to all young people, including those with special educational needs;
- Young people with Special Educational Needs have equal access to extra curricular and extended activities;
- The use of assessments and the value added data will provide effective measures of the performance of young people with special educational needs;
- All students develop high self-esteem. Through this it is anticipated that students will contribute to the setting of personal goals.

Section 12: Equality of Opportunity

Students with Special Educational Needs are entitled to equality of opportunity in all aspects of educational provision and access to a broad and balanced curriculum, including the National Curriculum.

In working towards this principle Co-op Academy Stoke-on-Trent will ensure that:

- All students are valued equally and treated fairly;
- Special educational needs will not be considered a barrier in achieving a place at Co op Academy Stoke-on-Trent;
- The building will be DDA compliant;
- All students will be expected to make progress regardless of gender, disability, race, faith and culture;
- All students have access to a relevant, broad and balanced curriculum, including the National Curriculum. The main aim of additional and specialist resources are to enable students to access this curriculum;
- Additional resources will be allocated to those students with the greatest need. This will be achieved through adherence to the Code of Practice and to the staged approach to the identification and assessment of Special Educational Needs.

Section 13: Sharing responsibility

Co op Academy Stoke-on-Trent recognises that parents/carers are their child's first educators. Meeting our student's special educational needs is a shared responsibility. Working towards this principle, Co-op Academy Stoke-on-Trent will share responsibility with a range of other partners and agencies. Procedures will recognise the importance of sharing information and collaboratively devising support programmes for students with special educational needs.

This is especially important at those periods of a child's educational life where transition from one phase of life or education is involved. Co op Academy Stoke-on-Trent will promote clear and equitable protocols for interagency working at:

- Initial Academy entry
- Planning for post-Academy provision
- All points where additional needs are identified

Section 14: Continuum of high quality provision

In working towards this principle Co op Academy Stoke-on-Trent will:

- In accordance with the Code of Practice and Disability Discrimination Act ensure that a student's special educational needs will be met alongside his or her peers and within his or her own community;
- Ensure that a continuum of provision is available to meet a continuum of need;
- Actively use systems to secure collaborative working between Co op Academy Stoke-on-Trent and special schools and between Co op Academy Stoke-on-Trent and LA support services;
- Keep under regular review Special Educational Needs provision to ensure there is consistency between policies within the Academy;
- Work with the Special Educational Needs support services to improve the quality of provision.

Section 15: High quality trained staff

Students with SEND, and their families, have a right to be supported by high quality, skilled professionals. Co op Academy Stoke-on-Trent 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.

Section 16: Clear and effective procedures

The detailed procedures to be followed are set out in a separate document, SEND Procedures, along with the Complaints Procedure.

Procedures for identifying students with Special Educational Needs and for monitoring their progress should be clear, effective and straightforward. Any such procedures will take account of the Code of Practice on the identification and assessment of special educational needs. In working towards this principle, Co op Academy Stoke-on-Trent will:

- Focus on preventative work with young people;
- Ensure EHCP and student profiles are reviewed annually and the appropriate action taken where required;
- Ensure procedures for identifying young people with Special Educational Needs and for monitoring their progress are clear, effective and straightforward and follow published local and national criteria;
- Ensure procedures are in place to ensure the views of parents/carers and students are sought when the statutory review process as well as those of the professionals involved;
- Monitor and evaluate Co op Academy Stoke-on-Trent's performance in relation to young people with Special Educational Needs using feedback and surveys to gather their views and those of their parents/carers in addition to assessment data.

Section 17: Partnership with Young People

We believe that partnership with young people is essential in relation to SEND and they have the right to have their views incorporated in assessment and review, and to be involved in decision-making about their own SEND.

Young people have the right to have their views, expectations and needs taken into account in all planning.

We recognise that effective action for learners with SEND will often depend on close co-operation between the Academy, the health services and young people's services. We are committed to implementing such Co op arrangements in order that services for individual young people, families and schools can be as seamless as possible.

- All young people have the right to learn together, develop relationships and prepare for life in the mainstream.
- All young people should be encouraged to develop a positive sense of self-image and pride in their own identity.
- All young people should be encouraged to accept and value differences.

Section 18: Monitoring review and evaluation

The SENDCO will report regularly to the Principal and Academy governing council in relation to SEND.

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

In carrying out its responsibilities towards students with Special Educational and Disability Needs Co op Academy Stoke-on-Trent will:

- Keep its arrangements and provision for SEND under review;
- Review the effective use of its resources;
- Review and evaluate arrangements for individual education planning and reviewing, including parental and Support Services involvement;
- Internally monitor all SEND arrangements and curricular provision against published criteria. Such monitoring will take account of the Academy's Improvement Plan and SEND policy.

The monitoring and evaluation of the effectiveness of provision towards meeting the additional needs of students who have Special Educational Needs covers a range of important and interrelated areas. In particular:

- Allocation and effective use of resources;
- The performance of wider support services as experienced by The Co op Academy of Stoke-on-Trent students and staff;
- The provision for students with special needs within Co op Academy of Stoke-on-Trent including annual review of statements and individual learning plans;
- Individual student progress as measured against set targets;
- Use of appropriate funds

This policy for SEND will be made available and accessible to parents/carers, colleagues and all stakeholders.

The SENDCO will review this policy on an annual basis and any proposed changes will be reported to the Principal, Academy governing council and Academy staff.