

SHIREBROOK ACADEMY
SPECIAL EDUCATIONAL NEEDS & DISABILITIES
POLICY (INCLUSIVE EDUCATION)

DOCUMENT CONTROL

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This policy is written with regard to the
Special Educational Needs and Disability Code of Practice: 0-25 years (July 2014)
And Section 19 of the Children and Families Act 2014

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MISSION STATEMENT

At Shirebrook Academy, we are committed to providing every student with a high-quality learning and teaching experience, enabling everyone to reach their full potential, whatever their age, ability, gender or ethnicity.

We believe that every person is unique and we work together in an inclusive environment of mutual respect and consideration, valuing everyone's contribution.

Through our partnership with the local and wider community we aim to support our young people in successfully taking their place in society.

All adults working in Shirebrook Academy have a responsibility to safeguard and promote the welfare of children.

We are committed to ensuring our students achieve their very best and become confident and resilient individuals whom make a successful transition into adulthood and post 16 education and training.

1. Objectives

It is the objective of Shirebrook Academy to provide an inclusive educational environment for each student and to ensure each student has the opportunity to fulfil his/her potential using our best endeavours to secure effective special educational provision.

We therefore believe that: -

- All teachers should have high expectations of students with SEND, including a commitment to ensuring they can achieve their full educational potential.
- All teachers deliver high quality learning and teaching provision to meet the needs of children and young people with SEND-adhering to our Graduated Response strategy.
- 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.
- All staff develop their awareness of special educational needs and focus on inclusive practice to remove barriers to learning with access to a broad, balanced yet relevant mainstream curriculum which is adjusted as necessary and reasonable to ensure continuing progress.
- Identification and assessment of students with SEND should be completed as early as possible and a flexible and staged structure of provision should be provided to meet all identified needs.
- Collaboration with education, health and social care services to provide resources to meet the needs of students is crucial.
- All students with SEND should be actively involved in the decision-making process and be allowed to express their views, wishes and feelings. These views will be taken into account when planning their curriculum giving them greater choice and control.
- Parents/Carers are partners in the education of their children and should be provided with information and support as necessary to enable participation in decision making.
- All children and young people have rights (The Children's Act 1989 and Equality Act 2012) to ensure that children and young people with SEND engage in the activities of the academy alongside students who do not have SEND.
- All students should be valued equally as individuals taking into consideration other factors which contribute to learning, behaviour, wellbeing and state of mind.
- Bullying is not acceptable and we operate a zero-tolerance approach to bullying.

2. Responsibility for the Co-ordination of SEND Provision

The qualified teacher designated as SEND Coordinator (SENDCo) for Shirebrook Academy is Elisabeth Butterworth-Smith. The qualified teacher designated as SENDCo across ACET is Mrs Cheryl Barquero.

The named governor for SEND is Sarah Bacon, Principal of Langwith Bassett Junior Academy.
The SENDCo is responsible for:

- Determining the strategic development of SEND policy and provision within the academy
- Day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision to support students with SEND, including those who have Education, Health and Care plans (EHC) plans
- Providing professional guidance to colleagues on the graduated approach to providing SEND support and working closely with staff, parents and other agencies.
- Advising on the deployment of Shirebrook Academy's delegated budget and other resources to meet students' needs effectively.
- Ensuring that Shirebrook Academy keeps the records of all students with SEND up to date.
- Liaising with parents/carers of students with SEND
- Liaising with the local authority (LA) and its support services, other academies, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Liaising with potential next providers in education for a smooth, planned transition.
- Liaising with the Local Governing Body via the named Governor for SEND
- Working with the Principal and Governors to meet Shirebrook Academy's responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

Experience and Qualifications of SEND Staff

E Butterworth-Smith

- HND music performance
- BA Hons music and creative music technologies
- PGCE Secondary Music
- QTS
- level 4 Certificate in Education
- level 4 Preparing to Teach in the Lifelong Learning Sector
- NASENDCO
- undertaking Specialist Assessor and Access Arrangements qualification
- working in education, specifically SEND, for 11 years
- first aid at work (3 day)

C Barquero, ACET Lead for Inclusion, Acting SENDCo

- QTS
- BA (Hons) English Language and Literature
- Post Graduate Certificate in Special Educational Needs
National Award in Special Educational Needs Co-ordination
- Certificate of Competence in Psychometric Testing, Assessment and Access Arrangements
- Certificate in Counselling
- 12 years teaching experience

3. Arrangements for Co-ordinating SEND Provision

Shirebrook Academy intends that:-

- (i) Having considered all the information gathered from within the academy about a student's progress alongside national data and expectations of progress, each teacher together with the SENDCo, will make the decision whether to make special educational provision.
- (ii) The SEND Governor will meet with the SENDCo to discuss policies and procedures for meeting the needs of students. Outcomes will be shared at relevant Shirebrook Academy Local Governing Body meetings.

4. Overview of the SEND Information Report

The Local Governing Body has published information on Shirebrook Academy website for students with SEND. This includes;

- The kinds of SEND which are provided for
- Identification and assessment of children and young people with SEND
- Arrangements for consulting parents/carers of children and young people with SEND
- Arrangements for consulting young people with SEND
- Arrangements for assessing and revising progress towards outcomes
- Arrangements for supporting young people in transition

- The approach to teaching children and young people with SEND
- How adaptations are made to the curriculum and the learning environment of children and young people with SEND including access
- The expertise and training of staff to support children and young people with SEND
- Evaluating the effectiveness of provision made for children and young people with SEND
- How children and young people with SEND are enabled to engage in activities within the academy
- Support available for improving emotional and social development
- How Shirebrook Academy works with other bodies
- Arrangements for handling complaints for children and young people with SEND
- Funding

5. Complaints Procedure

The Local Governing body will make efforts to ensure that anyone who wishes to make a complaint including a complaint in relation to children and young people with SEND, whether they have EHC plans or not, is treated fairly, given the chance to state their case, provided with a written response, and informed of their appeal rights.

Any parents/carers who wish to discuss or make observations about the Special Needs provision for their son/daughter at Shirebrook Academy should: -

- a) Telephone or make an informal appointment to see the SENDCo who will review the situation and arrange for it to be discussed within 5 working days of the complaint being made.
- b) If the parent remains dissatisfied the complaint should be submitted formally in writing to the Principal who will investigate the complaint and arrange a discussion within 5 working days.
- c) Parents/carers have the right to complain: -
To the Chair of the Local Governing Body via the academy (Tel: 01623 742722) or to the Principal.
- d) To the Local Authority, Lead SEND Officer, Mrs C Rowan (Tel: 01629 533893)
- e) If a parent/carer is still not satisfied they can complain to the Education Funding Agency acting on behalf of the Secretary of State.

OFTSED can consider complaints about the educational provision of the academy (not individual cases) when a complainant has tried to resolve the complaint through the academy's own complaints procedure.

If the complainant remains concerned following the local complaints procedure, he or she could ask the Department for Education's Academy Complaints Unit to take up the matter.

This policy is reviewed annually and should be read in conjunction with Shirebrook Academy's:

- Child Protection and Safeguarding policy
- Equality policy
- SEND Information Report

- Accessibility plan
- Children in Public Care policy