



**Aston Community
Education Trust**



Special Educational Needs and Disabilities Policy (Inclusive Education)

DATE: December 2024

POLICY LEAD: ACET Inclusion Lead

Academy SENDCo: Lauren McKay

APPROVED BY: Lindsey Burgin



DOCUMENT CONTROL		POLICY LEVEL	
APPROVED BY	Local Governing Body	APPROVED DATE	November 2024
BUSINESS LEAD	ACET Inclusion Lead ACADEMY SENDCO: LAUREN MCKAY	AUTHOR	ACET Inclusion Lead ACADEMY SENDCO: LAUREN MCKAY
NEXT REVIEW DATE	October 2025	FREQUENCY	Annual
VERSION NUMBER	DATE ISSUED	UPDATED INFORMATION	
V1.2	12-11-2024	Updated staffing details, ensured gender neutral language, minor grammatical/presentation adaptations.	

Contents

1. Objectives	5
2. Responsibility for the co-ordination of SEND provision	5
3. Arrangements for co-ordinating SEND provision	6
4. Overview of the SEN Information report	6
5. Complaints procedure	7

ACADEMY MISSION STATEMENT

At Shirebrook Academy we are committed to inspiring **all** members of our academy community to be the best that they can be.

We believe that having the highest ambitions and aspirations for our students will help them to reach their true potential and we understand that this is achieved through a shared focus on excellent standards and expectations each and every day.

Our curriculum enables our learners to build their knowledge, understanding and skills over time and underpinning this is our dedication to high quality learning and teaching.

We work together in a mutually inclusive environment that respects every individual and their contribution. We know that we all have a responsibility to support each other and enable everyone to access their learning opportunities effectively and safely.

Working in partnership with our local and wider communities we aim to empower our young people in successfully taking their place in society. We appreciate that working together makes all the difference.

Shirebrook Academy “A community of inspiration, excellence and opportunities for all to grow”

1. Objectives

It is the objective of the academy to provide an inclusive educational environment for each student with the opportunity to fulfil their potential using our best endeavors to secure special educational provision.

We therefore believe that:

- All teachers have high expectations of students with SEND, including a commitment to ensuring they can achieve their full educational potential.
- All teachers deliver high quality provision to meet the needs of children and young people with SEND.
- We operate a zero-tolerance policy on bullying.
- We identify and assess students with SEND as early as possible and provide a flexible and staged structure of provision to meet all identified needs.
- We collaborate with education, health and social care services to provide resources to meet the needs of students.
- 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 adapted to ensure continuing progress.
- All students with SEND must 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 to be involved as partners in the education of their children and provided with the information and support as necessary to enable participation in decision making.
- The academy is responsible for making reasonable adjustments to ensure that the rights of young people (The Children's Act 1989 and Equality Act 2012) are fully acted upon, ensuring students with SEN can engage with all elements of academy life.
- All students should be valued equally as individuals taking into consideration other factors which contribute to learning, behaviour, wellbeing and state of mind.

2. Definition of SEN and Disability

Students have special education needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. In addition, a student has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post- 16 institutions.

A student does not have a learning difficulty or disability solely because the language (or form of language) in which they will be taught is different from a language (or form of language) which is or has been spoken at home.

A person has a disability and/or medical need if they have:

- any physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This includes sensory impairment such as those affecting sight or hearing, and long-term medical conditions such as asthma, diabetes, epilepsy and cancer (Equality Act).

A student who has a medical condition may have an individual healthcare plan, which will specify the level of support required to meet their medical needs.

3. Responsibility for the Co-ordination of SEND Provision

The qualified teacher designated as SEND Coordinator (SENDCo) for the academy is **Lauren McKay**. The named governor for SEND is **Sarah Bacon**. 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 and training to colleagues on the graduated approach to providing SEND support and working closely with staff, parents and other agencies together with an awareness of the provision in the Local Offer.
- Advising on the deployment of the academy's delegated budget and other resources to meet students' needs effectively.
- Ensuring that the 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 Governors for SEND and the relevant Designated Teacher where a looked after child has SEND.
- Working with the Principal and Governors to meet the academy's responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

Experience and Qualifications of SEND Staff

Our Special Educational Needs and Disabilities Co-Ordinator, or SENDCO

Our SENDCO is **Lauren McKay**

Contact:

lmckay@shirebrookacademy.org inclusionteam@shirebrookacademy.org

Miss McKay has 10 years' experience as a SENDCO including SENDCo in Specialist Provisions. She is a qualified English teacher and has taught within SEND for 10 years, including nurture groups and alternative provision cohorts.

Miss McKay achieved the National Award in Special Educational Needs Co-ordination in 2017.

She is allocated 17 periods a week to manage meetings and lead on SEN provision within Inclusion and across Shirebrook Academy.

Assistant SENDCO

Our Assistant SENDCO is **Leila Mills**.

Mrs Mills has over ten years' experience working with young people with special educational needs, both personally and professionally. She is also a Humanities teacher and teaches across the faculty.

Mrs Mills has undergone many areas of training relating to SEND; she is a dyslexia specialist, whilst being dyslexic herself.

She is currently studying the Certificate of Competence in Educational Testing and Access Arrangements.

Name	Role	Contact
LAUREN MCKAY	ASSISTANT VICE PRINCIPAL INTERIM SENDCO	lmckay@shirebrookacademy.org inclusionteam@shirebrookacademy.org
KATY WRIGHT	EXECUTIVE PRINCIPAL (ACET)	inclusionteam@shirebrookacademy.org
LINDSEY BURGIN	PRINCIPAL	lburgin@shirebrookacademy.org
LEILA MILLS	ASSISTANT SENDCO	lmills@shirebrookacademy.org inclusionteam@shirebrookacademy.org
SARAH BACON	SEND GOVERNOR	govsb@astoncetrust.org
HELEN DODDS	INCLUSION MANAGER	hdodds@shirebrookacademy.org
RACHEL BROCKLEHURST	ASSISTANT INCLUSION MANAGER	rbrocklehurst@shirebrookacademy.org

4. Arrangements for Co-ordinating SEND Provision

The academy intends that: -

- 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.
- 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 ACET Local Governing Body meetings.

5. Overview of the SEN Information Report

The Local Governing Body has published information on the 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
- Arrangements for consulting parents/carers of children and young people with SEND
- Arrangements for consulting children and young people with SEND
- Arrangements for assessing and revising progress towards outcome
- Arrangements for supporting children and 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 the academy works with other bodies
- Arrangements for handling complaints for children and young people with SEND
- Funding

6. 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 wishes to discuss or make observations about the Special Needs provision for their son/daughter at Aston 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/carer 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: -
 - i. To the Chairman of the Local Governing Body via the academy (Tel. 0114 2872171) or the Principal.
 - ii. To the LA, (Education and Health Care Assessment Team): Tel. 01709 822660
- d) If a parent/carer is still not satisfied they can complain to the Education Funding Agency acting on behalf of the Secretary of State.

Ofsted 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, they 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 the academy's;

- Accessibility plan
- Child Protection and Safeguarding policy
- Children in Public Care policy
- Equality policy
- SEN Information Report