



## SEND Policy

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## **Contents:**

1. Introduction
2. SEND Information Report
3. Definitions
4. Objective
5. Responsibilities\*
6. SEND and clinical provision at the school
7. Adaptations to the curriculum and learning environment
8. Differentiated Curriculum Provision
9. Targeted Intervention
10. Co-ordination of the provision
11. Provision for pupils with ASD
12. Assessing and reviewing pupils' progress towards outcomes
13. Education, Care and Health Plans (ECHP)
14. Supporting pupils moving between phases
15. Preparing for Transition to Adulthood
16. Provision made for the transition of pupils between the school and the next stage of life or education
17. Securing equipment and facilities
18. Enabling pupils with SEN to engage in activities outside the classroom
19. Outdoor Learning
20. Support for improving emotional and social development
21. Accessibility
22. Arrangements for complaints from parents of pupils with special educational needs concerning the provision made at the school
23. Professional development and SEND training for all staff
24. Monitoring

## 1. Introduction

This policy is in line with the Independent School Standards and created in response to Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinator's (SENCOs)
- [http://www.legislation.gov.uk/ukpga/2009/15/pdfs/ukpga\\_20090015\\_en.pdf](http://www.legislation.gov.uk/ukpga/2009/15/pdfs/ukpga_20090015_en.pdf)
- National Institute for health and clinical excellence (NICE), information about NICE clinical guidelines 128, (2011) 'care for children and young people who may have autism'
- <https://www.nice.org.uk/guidance/cg170/chapter/Introduction>

Myles Academy is a special school for young people between the ages of 13-19 with Education, Health and Care (EHC) Plans that identify MLD, SLD or ASD as their primary need. Our school supports the need of all of our pupils and promotes the protection of their rights in accordance with the UNCRC (1992) with a particular focus on:

- **Best interests of the child** – the best interests of the child must be the top priority in all things that affect children (Article 3)
- **Right to education** – every child has the right to an education (Article 28)
- **Goals of education** – education must develop every child's personality, talents and abilities to the full (Article 29)

At Myles Academy, we are committed to inclusion. We aim to improve and develop cultures, policies and practices that include all our pupils including developing and encouraging the understanding British Values. We aim to engender a sense of community and belonging, and to offer new opportunities to pupils who may have experienced previous difficulties. This does not mean that we treat all pupils in the same way, but that we respond to pupils in ways, which take account of their varied life experiences and needs.

Our school aims to:

- Provide an appropriate and high-quality education for pupils with special education needs & disabilities (SEND)
- Be clear about the roles and responsibilities of everyone involved in supporting the education of our pupils
- We believe that all our pupils have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to all, and fully includes all aspects of school life. We believe that all our pupils should be equally valued in school and we strive to eliminate prejudice and discrimination, and to develop an environment where all our pupils can flourish and feel safe.

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

- Pupils from minority ethnic and faith groups, Travellers, asylum seekers and refugees
- Pupils who need support to learn English as an additional language (EAL)
- Pupils with special educational needs & Disabilities (SEND)
- Pupils who are looked after by the local authority (LAC)
- Pupils who have significant gaps in their education
- Pupils who are young carers and those who are in families under stress
- Pupils who are at risk of disaffection and exclusion

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties that affect their learning, and we recognise that these may be long or short term.

At Myles Academy, we aim to address and meet the EHCP objectives and provide teaching and learning contexts that enable every pupil to achieve their full potential.

## **2. SEND Information Report**

The kinds of SEN that are provided for.

Our school currently provides additional provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Sensory and/or physical needs, for example, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

### **3. Definitions**

Myles Academy identifies pupils as having Special Educational Needs if they meet the definition as set out in the 'Special educational needs and disability code of practice' (DfE & DoH, January 2015):

*"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- Has a significantly greater difficulty in learning than the majority of others of 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 or mainstream post-16 institutions."*

The school provides special educational provision for pupils who require: "Special educational provision, that is provision different from or additional to that normally available to pupils of the same age."

### **4. Objectives**

Myles Academy will ensure that a child or young person with SEN will have their needs met through a rigorous programme of identification, assessment, planning and support. To achieve this:

- The views of the pupil will be sought and taken into account.
- Our parents and carers have a vital role to play in supporting their child's education.
- Our pupils with SEN will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum.
- The school will manage its resources to ensure all pupils' needs are met.
- A pupil's special educational needs (or additional needs) will be identified at the earliest time.
- Provision and progress for our SEN pupils will be monitored and reviewed regularly.
- The school will involve outside agencies when appropriate.
- Provide a caring, respectful and nurturing environment in which everybody feels safe and able to learn.
- Education, health & care plans (EHCP) or statements of special educational needs will be reviewed regularly in line with regulations.
- Appropriate training will be provided for those involved in the implementation of the policy.
- Maintain a provision map to monitor needs and implementation.

## 5. Responsibilities\*

The **Proprietors** will:

- Monitor the quality and effectiveness of SEN and disability provision within the school.
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

The **Headteacher** will:

- Work with the SENCO and Proprietors to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

Class teachers

Each **Class teacher** is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants/key workers 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy
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**\*This list is not intended to be exhaustive.**

## **6. SEND and clinical provision at the school**

The following are some of the types of strategies and support which the school uses to support and enable pupils as part of the schools SEND provision offer.

- Low arousal spaces
- Self-regulation zones (use of the zones of regulation as a whole school approach)
- Movement breaks and sensory diets
- Communication programmes
- Curriculum adaptations
- Social stories/scripts
- Social skills programmes
- Anxiety management programmes
- Emotional regulation programmes
- Life skills teaching
- Community activities
- Speech and language clinicians
- Educational psychologists
- Occupational therapists
- Specialist nurse practitioner

## **7. Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **8. Differentiated Curriculum Provision**

In order to make progress a pupil may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a pupil's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning. The pupil's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention given individual starting points.

The school uses the definitions of adequate progress as suggested in the revised Code of Practice (Chapter 5: Identification, Assessment and Provision 5.37) progress which:

- Closes the attainment gap between the pupil and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the pupil's previous rate of progress
- Ensures full access to the available curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates an improvement in the pupils behaviour

## **9. Targeted Intervention**

Where a period of differentiated curriculum support has not resulted in the pupil making adequate progress OR where the nature or level of a pupil's needs are unlikely to be met by such an approach, targeted intervention may need to be made. This extra provision would be indicated where there is evidence usually through baseline assessment that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

There are likely to be two groups of children recorded as needing extra provision:

1. Pupils, who have needs similar to other pupils but, with additional needs within the class, e.g., lack of phonic knowledge or phonological skills, spelling.
2. Pupils whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice such as CAMHS, Medical Practitioners and other appropriate professionals.

Where needs are similar, it is appropriate to support these children within a group, focussing on the common needs. However, each pupil will retain individual targets. Both groups of children will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support.

The group may be taught by the class teacher or a Teaching Assistant. The responsibility for planning for these pupils remains with the class teacher, in consultation with the SENCO. Individual Education Plans will be reviewed termly, although some pupils may need more frequent reviews. The class tutor will take the lead in the review process. Parents/carers and the pupil, will be informed and will be consulted about any further action.

## **10. Co-ordination of the provision**

The SENCO has an important role to play with the Head teacher, Deputy Head and teachers in determining the strategic development of SEN policy and provision in the school. Where the SENCO is not part of the school leadership team at Myles Academy the SENCO will advise the school leadership team on all related matters. Additional intervention and support cannot compensate for a lack of good quality teaching. Myles Academy will regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

The main source of outside agency support is from the local authority or the school's own commissioned professionals. This could be from the educational psychologist or health professionals for example speech and language therapists, play therapists, physiotherapists etc. Informed parental permission will be sought before such consultations take place.

## **11. Provision for pupils with ASD**

Myles Academy will not follow any one particular teaching approach. A knowledge and understanding of a range of approaches and current research will be used to determine the planned strategies to be employed in meeting the pupil's individual needs.

- Careful consideration is given to the groupings of pupils in class to support learning and interaction.
- Each pupil has an RA/BMP that outlines the learning behaviour of the pupil and the agreed strategies. This is reviewed at annual review and outcomes meeting with parents to agree consistency.
- Consistent layout of class bases to aid transition throughout the setting.
- Personalised options to work in whole class, small group, individual work stations, 1-1, small group in quiet rooms and support bases.
- Access to wide range of specialist facilities.
- Staff trained in very wide range of strategies to enable a personalised approach. Training could include: PECS, TEACCH, Intensive Interaction, sensory integration, MAPA
- Ensure staff recognise and understand the specific strengths and difficulties pupils with ASD may have and support them appropriately

## **12. Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **13. Education, Care and Health Plans (EHCP)**

Once a pupil has an EHCP naming Myles Academy, the head teacher will ensure that those teaching or working with the child or young person are aware of their needs and have arrangements in place to meet them.

Myles Academy will ensure that teachers monitor and review the pupil's progress during the course of a year. Formal reviews of the EHCP will take place at least annually. If a pupil's special educational needs change, the local authority will be informed by the Head teacher and they will arrange with the local authority to hold a review as soon as possible to ensure that provision specified in the EHCP is appropriate.

## **14. Supporting pupils moving between phases**

We work closely with your Local Authority to ensure that the child is offered provision that can meet their needs. As part of our admissions process prospective parents can meet the Headteacher and see the school in action. Parents and carers can express a preference for Myles Academy and this is usually through close working partnership with placing officers working for the local authority. All places are decided at a LA panel comprising of Headteacher's, Educational Psychologists and Local Authority Officers.

At the early stages of the admissions process we work closely with parents and carers, children and their current schools (if currently attending) throughout the transition stage to

create bespoke transition packages that meet individual need. This will involve an initial school visit, a taster day then a planned transition usually starting with half days building to full days depending on individual need.

Careers Education and transition planning is an important part of the Annual Review process from Year 9 onwards. KS3 begin to develop ideas around specific interests tailoring their curriculum timetable around this. KS4 students embark on work experience and college placements to begin the transition to further education or work.

### **15. Preparing for Transition to Adulthood**

At Myles Academy, we help our pupils with SEND to start planning for their future adult life as early as possible. Our aim is to support our pupils to go on to achieve the best possible outcomes in employment, independent living and participating in society. This could include, for example:

- Including preparation for adulthood in the planning meetings with pupils and parents/carers at an early stage (and particularly from Year 9).
- Ensuring that careers advice and information provides high aspirations and a wide range of options for pupils with SEND.
- Helping pupils, parents and carers understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

Myles Academy has specific duties to prepare young people with an EHCP for the transition to adulthood. The review of an EHCP in Year 9 builds on previous reviews and existing plans. It will allow time for the commissioning of any necessary provision and support to take place. Planning will build on action that has already been agreed with the pupil and will inform decisions about the next stage of education.

### **16. Provision made for the transition of pupils between the school and the next stage of life or education**

All relevant documentation is shared with schools and colleges prior to transfer. Contact is coordinated by the SENCO or the Head teacher. Transition arrangements for pupils with SEND either moving into the school or moving on to new school, college or vocational training provision should also be agreed with the specific officer of the local authority.

## **17. Securing equipment and facilities**

The school is aware that a lively, purposeful and structured learning environment is essential in promoting high standards and good working practices. Displays of pupils' work, stimulus materials and appropriate resources are very important in setting standards, raising expectations and also play a key role in effective behaviour management. All departments, class teachers and tutors are expected to manage their display areas effectively and to contribute to displays in public areas of the school.

The structure and organisation of the classroom is also an important factor in developing effective working methods and a positive ethos. Whilst this is left to individual teachers and departments, it is expected that classrooms and learning areas are orderly environments where pupils can work effectively, comfortably and most importantly of all – safely. It is crucial that adequate resources are provided and are accessible, and that pupils treat classrooms, workshops and any other learning environments with respect.

At Myles Academy we believe that the development of capability in the safe use of ICT is an essential requirement of the pupils' education. ICT at the School is guided by the following principles:

- All pupils have an entitlement to the safe use of ICT throughout all Key Stages. They are expected to develop both understanding and practical expertise. Pupils develop their skills through specific teaching in ICT/Computing lessons, and as a result of the use of ICT in subject areas. All pupils will be taught how to use the internet safely and will be expected to follow the school's safety guidelines.
- ICT resources are planned and deployed effectively. We seek to ensure that resources of the highest quality, and of an appropriate type are provided to meet the needs of all users.
- All of our classes are provided with resources to ensure the delivery of a personalised curriculum. Where additional resources are required to enable a pupil to fully access the curriculum, advice is provided by appropriate professionals, including the therapy team, consultants and educational psychologists.

## **18. Enabling pupils with SEN to engage in activities outside the classroom**

Our off-site visits are designed to enhance curricular and recreational opportunities for all of our pupils. Off site visits are also designed to create opportunities for developing independence, communication and self-management skills, and to promote positive self-esteem. We have a rigorous in-house health and safety screening for all of our off-site education and work placements. This will involve working with each placement to make

them aware of individual student needs and targets for the duration of the work placement and ensuring that those involved in teaching our pupils off site are also aware of specific SEN through observation of lessons. All visits and off-site activities are risk assessed to ensure they are appropriate and can be managed to suit individual needs.

Planned, structured experiences for learners outside of the classroom and school environment add to each individual's overall learning experience. Intrinsic to these opportunities will be a thoughtful focus on personal development and are considered to be a very important area of the whole school curriculum. Examples of these additional learning experiences include; Outdoor Educational trips and also Curriculum related visits and activities. These also feature as part of the educational experience through all learning phases and are supported by English, History, Science and Geography and also through the delivery of Life Skills and the vocational programme.

### **19. Outdoor Learning**

It is our belief Myles Academy that, when learning outside the classroom, our pupils attain higher levels of knowledge and skills, improve their physical health and increase their motor abilities, socialise and interact in new and different ways with their peers and adults, show improved attention and enhanced self-concept, self-esteem and mental health and change their environmental behaviours and their values and attitudes.

The outdoors can provide space and freedom for a type of learning that is difficult to replicate indoors. All pupils have the right to experience the unique and special nature of being outdoors. At Myles Academy we feel it is important to enable children to use the outside environment as a context for learning.

### **20. Support for improving emotional and social development**

We are committed to multi agency working to ensure that the needs of the young person are met. Our work with other agencies is frequent, sustained and responsive to pupil and family needs. Professionals from other agencies such as Speech and Language Therapy, Occupational Therapy, Movement Therapy, Education Psychologist, CAMHS, Social Care, Connexions (or equivalent) and Health support the work of the school on a regular basis. These agencies work with us to support pupils, to devise strategies and other training and advice whenever necessary.

We offer access to a number of interventions that focus on reducing anxiety and promoting positive self-esteem and body image, these specialist sessions are planned and led by the Headteacher through the Whole School Pastoral Programme. We also work closely with

Birmingham Safeguarding Board around issues of sexual exploitation, staying safe, appropriate use of the internet and anti-bullying.

We encourage pupils to use their student voice to raise any concerns or issues that they have. Pupils are also involved in planning for their individual targets through IEPs, Annual Reviews and in selecting their individual learning targets.

The primary aim of the curriculum that is offered at Myles Academy is to maximise the personal development and wellbeing of each individual, to become successful learners, confident individuals and responsible citizens with a fundamental understanding of British values including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Personal and social development is at the centre of a therapeutic community in all settings. In all that the school offers the key is to provide for the support and challenge that meet individual interests and aspirations.

We have a zero-tolerance approach to bullying.

## **21. Accessibility**

Myles Academy is a single site school; the main school is built on three levels with stairs from ground floor to first and second floors. Entrance to the building is through the main lobby and there is a side entrance for emergency access, which if required, can both be fitted with a small ramp therefore suitable for wheelchair access. There are currently clearly identified male and female toilets for pupils and adults.

We have made sure that there are good lighting and safety arrangements. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (carpeting and quiet areas).

Reserved parking for visitors and disabled visitors has been made at the front of the school. We will incorporate all other issues into our repairs and maintenance programme.

Pupils requiring equipment due to impairment will be provided with equipment recommended from the SEN and will be continually assessed in order to gain any extra support that they require. We have accessible toilets and accessible parking available.

## **22. Arrangements for complaints from parents of pupils with special educational needs concerning the provision made at the school**

Any complaints from parents/carers of pupils with special educational needs concerning the provision made at the school should be made through the school's complaint procedures as set out on the school's website and in the prospectus.

## **23. Professional development and SEND training for all staff**

The professional development of all staff involved in meeting the needs of pupils with SEND is ongoing and continuous. A wide range of training opportunities is provided which includes:

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school.
- Professional development sessions and one-off sessions on relevant subjects provided by SEND specialists.
- Attendance at courses offered by external providers, accredited and non-accredited, as part of the school's performance management process.
- Support staff, such as TA's are encouraged to extend their own professional development and the Senior Leadership Team will ensure training where this is appropriate.
- We also have a daily staff de-brief meeting for all staff where we discuss best approaches and strategies for meeting the needs of the pupils.

## **24. Monitoring**

The effectiveness and appropriateness of the policy will be continuously monitored by the Head teacher in conjunction the Special Educational Needs Coordinator (SENCO) or the nominated representative in conjunction with the teaching staff using the criteria listed elsewhere. The use of resources, identification, programme planning, effectiveness and quality of individual planning, pupil progress, pupil participation, parents as partners, statutory reviews, referrals for statutory assessment, the identification of training needs and the use made of support services will be monitored and evaluated regularly. In addition, the school will annually undertake a self-evaluation of the policy to both update the policy and to plan further improvements and development.