

**Special Educational Needs and
Disability Policy
Erdington Academy
Part of Fairfax Multi-Academy Trust
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1. Introduction

The Special Educational Needs and Disabilities (SEND) Policy works alongside and in combination with the Local Offer offered by Birmingham Local Authority.

The SEND team work within the Skills School Faculty as part of a holistic approach to meeting the needs of all students.

The SEND policy takes careful account of the Education Act 1996, the SEN Code of Practice 2015, the Special Educational Needs and Disability Act 2001 and the Equality Act 2010.

Erdington Academy aims to meet the needs of all students with special educational needs, in line with the guidance provided by the local authority. Through quality first teaching we strive to ensure all students, irrespective of their needs make progress in all aspects of school life; academically, socially and emotionally.

All children have skills, talents and abilities and as an Academy we have a responsibility to develop these to the full. We believe that:

- All children are entitled to a relevant and worthwhile education, enabling individuals to participate fully in society and preparing them to both contribute and benefit from it.
- Students who have special educational needs and/or disabilities, as identified through agreed assessment processes should be supported wherever necessary to achieve full access to the whole Academy curriculum. This is facilitated through differentiated resources, specialist equipment and support from staff.
- Students should have personalised programmes designed to maximise opportunities to prepare them for independent living after school. This should include preparation for work, further education or obtaining training placements.

2. The Management of SEND

The SENCo, has overall responsibility to:

- Monitor the provision for students with special educational needs and/or disabilities, including general class, small group and tailored individual support
- Contribute to the mapping of provision and all required documentation
- Keep records of all pupils with SEND,
- Ensure progress is regularly monitored and reviewed
- Liaise with teachers, parents and external agencies
- Ensure annual reviews for all students with EHC Plans and provision plans are completed
- Liaise with the Leadership Team at regular intervals with regard to SEND issues
- Take part in formal meetings with external agencies regarding individual students
- Liaise with all staff to ensure the needs of all SEND students are met throughout all curriculum areas
- Provide access to training to develop the skills of individual Teaching Assistants, Higher Level Teaching Assistants, Pupil Premium Champions and Interns
- Liaise with and create reports for the SEND Associate

3. Admission Arrangements

The Academy adheres to the admission policy of Birmingham LA and therefore has no special provision under admission arrangements for limiting or promoting access for students with SEND needs who are without Education, Health and Care Plans. It does, however, endeavour to provide appropriate support for students with a range of needs.

4. Additional Needs Provision

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of need	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category. Provision to support students with communication and interaction needs will include speech and language therapy where targeted support from a speech and language therapist is given to help with communication difficulties. Students may also participate in group sessions with a member of staff and other students to develop social interaction skills.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment Provision for students may include the use of assistive technology, such as implementing tools like text-to-speech software or interactive learning apps to support learning as well as specific, staff led interventions focusing on supporting the specific area of need over a period of time.

Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways. Support for students with SEMH needs can vary, including key worker support, counselling sessions, workshops and 1:1 sessions with a member of the SEND team focusing on emotional regulation.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers. Provision for students may include occupational therapy to help with fine and gross motor skills, the use of adaptive equipment such as modified seating, writing aids, or communication devices to support physical needs and the use of sensory aids to support regulation.
Students with additional language needs.	While not a special educational need, students who are new to the English language also need support in gaining and building their knowledge of written and spoken English. Students work closely with the EAL (English as an Additional Language) coordinator, working in small groups and using learning software to support their language acquisition.

As a general guide any student needing support who does not fall into one of the above categories, is referred to Student Support Forum or the Academy's Safeguarding Team.

5. Access for the disabled

The Academy has provided some access for disabled students (and parents/carers) through ramped access to particular areas and toilet facilities within the Annexe and Main building. For further details please see our **Accessibility Policy**.

6. Analysis of the Delivery of SEND support

The following criteria are used to evaluate the value of Special Educational Needs and/or Disability provision:

- Data from diagnostic assessments to assess a student's ability to work to their full potential
- Lesson observation feedback is used to assess the suitability of the curriculum materials, delivery and support for students with Special Educational Needs and/or Disabilities
- Support systems and materials in place are regularly reviewed with the Associate Assistant Headteachers for each subject, Teaching staff and Support staff
- Student Voice, Parent Voice and Staff concerns

7. Future Planning

Future planning for SEND students takes place in accordance with:

- Ongoing evaluation of the value of SEND provision
- Annual financial allowance
- Ongoing LA and government directives
- Ongoing Fairfax Multi-Academy Trust updates

8. Identification, Assessment, Record Keeping and Review

The identification would be with regard to the information as outlined in the Code of Practice 2015. The triggers for interventions through SEND Support could be the teachers' or others' concern, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities and using teaching for excellence strategies:

- Makes little or no progress even when teaching is aimed at addressing the needs of the student
- Shows signs of difficulty in developing literacy and/or numeracy skills
- Presents persistent emotional, communication and/or interaction difficulties, which make accessing the normal Academy environment a difficulty

The gathering of information in respect of identifying the student's additional needs may be through:

- a) Liaison with teachers
- b) Liaison with primary schools
- c) Liaison with parents
- d) General observations in class or looking through workbooks
- e) Diagnostic testing
- f) External Agencies

Assessment of Needs

The assessments of a student's needs could be through either one or a range of different strategies, dependant on the original concern raised.

- a) Information shared from primary schools during the transition process
- b) Whole Academy assessments
- c) Diagnostic assessments of individuals
- d) Students referred by subject teachers as giving cause for concern
- e) Ongoing data monitoring highlighting weaknesses in key areas
- f) Screening assessments completed within the Skills School faculty
- g) Departmental/Whole Academy student monitoring

If, after an assessment of need, the student's level of need falls within the criteria for intervention, the student is placed on the provision map and monitored termly.

Where a student's needs are specific and require further assessment from educational or medical specialists, the Academy will make appropriate referrals once parent/carers permission has been provided.

SEN Support

Any student receiving support or intervention of any kind that is 'additional to and/or different from' the needs of peers of the same age is recognised as SEN.

Individual targets will be set and the student will have a **Learning Plan** and **Pupil Passport** which will be reviewed termly. Parents are encouraged to attend meetings and contribute their views via the Academy's online provision mapping tool.

If, through the review cycle, the student is identified as being in need of more intense support, external agencies will become involved with students and Parents/carers. The student and Parents/Carer will be invited to attend a Person Centred Review and a **Support Provision Plan** may be written. A CRISP profile is completed to identify and prioritise needs and assist the Student Support Plan.

Support Provision Plan

The triggers for a Support Provision Plan (SPP) could be that, despite receiving an intense programme of support the student continues to:

- Lack progress in specific areas, giving serious cause for concern
- Work well below the level of his/her peer group
- Display emotional, communication and/or interactive difficulties which affect his/her health and give cause for concern

EHC Plan Assessment

Identification

As outlined in the SEND Code of Practice 2015 students who continue to cause significant concern after using the graduated approach, may be supported by the Academy to request an Education, Health and Care Plan. To support this, the Academy will need to provide evidence from:

- Interventions and support
- Target Plans for the student
- Records of regular reviews and their outcomes
- Records of the student's medical history, where relevant
- Assessment Data
- Attainment in core subjects
- Education and other assessments (Eg. PSS/SSS/EP/Social Services)
- Views of the parent/carer and student
- Record of involvement from other professionals

Process of Action

- a) If the LEA does not issue an EHCP, the student continues to receive appropriate intervention in the Academy through a Support Provision Plan
- b) If an EHC Plan is issued, an appropriate learning environment is identified as part of the plan and SENAR allocate placements
- c) Annual reviews will continue in line with LA guidelines
- d) Prior to all parental and agency meetings, information is collected from staff, parents, students and outside agencies by the SENCo

Access to the Birmingham local offer and further information for parents, including EHC plans, can be found here: [Home - Local Offer Birmingham](#)

Access to the Curriculum

To accommodate students who are designated as having additional needs, the Academy provides:

- 2 Higher Level Teaching Assistants who provide targeted whole class interventions, small group and individual support
- 5 Teaching Assistants who provide in-class, small group and individual support
- 2 Pupil Premium Champions focusing on students who are in receipt of Pupil Premium funding
- 2 Behaviour Mentor focusing on support for students with SEMH needs

The Academy aims to include all students with additional needs into all the activities of the Academy so they access a broad and balanced curriculum.

SEND Records



All SEND records are held on individual student records on the Provision Mapping software. The information consists of:

- 'Round Robins' completed by staff
- Letters from educational/medical professionals involved with the student
- List of interventions that the student has been involved with
- Target Plans
- Pupil Passports
- Feedback from external agencies

Monitoring of Provision

The quality of provision is evaluated from observation of:

- Whole class, group and individual teaching
- In class support
- Use of adapted teaching methods and resources
- Use of Target Plans and Pupil Passports
- Target setting
- Student's progress
- Feedback from parents/carers, students and staff

Websites for further information:

[Home - Birmingham Mind](#): Birmingham Mind provides high quality services in a variety of settings. All our services are carefully vetted by our own monitoring arrangements or external verification. We provide person centred support to enable people to be in control of their lives.

[Home | Forward Thinking Birmingham](#): The City's mental health hub for 0-15 year olds

[Home page | Nasen](#) National Association for Special Educational needs

[Services for Families - ADHD Foundation : ADHD Foundation](#) The ADHD Foundation Neurodiversity Charity supports parents and carers so they can understand and meet the needs of their child.