



Springwell Alternative Academy Spalding Special Educational Needs and Disability Policy

Springwell Alternative Academy Spalding aims to provide both students and staff with a positive and supportive learning experience which promotes success and achievement in academic, social, moral and personal development. We offer specialist holistic support for children experiencing social, emotional and mental health difficulties. We are committed to supporting children with additional needs. Our staff team takes full responsibility to support the needs of all children throughout the school day. We strive to ensure that every student experiences success.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (Sept 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 - 25 (Sept 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

SECTION 1 - Springwell Alternative Academy Spalding

Springwell Alternative Academy Spalding provides a full time education focused on improving life chances for pupils permanently excluded or at risk of permanent exclusion from mainstream schools in Lincolnshire. We do this by:

- Addressing significant delays in learning and progress
- Increasing engagement and improving attitudes towards education
- Delivering qualifications, life skills and placements as gateways to a wide range of post 16 options.

Every teacher is a teacher of every young person including those with SEND. All pupils are currently at SEND Support or have an EHC Plan and are provided with a personalised curriculum towards equal learning opportunities.



LOCAL AUTHORITY - LOCAL OFFER

Local authorities have a statutory duty to develop and publish a local offer, setting out in one place information about the support they expect to be available in their area across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education Health Care (EHC) plans.

The local offer must include, amongst other information, the following:

- Special educational, health and social care provision for children and young people with SEN or disabilities - this should include online and blended learning
- The educational provision, for example sports or arts provision, paired reading schemes
- Arrangements for resolving disagreements and for mediation, and details about making complaints
- Arrangements for travel to and from schools
- Support to help children and young people move between phases of education (for example from primary to secondary school)
- The local offer for Lincolnshire can be found here
<http://www.lincolnshire.gov.uk/parents/support-and-aspiration/sen-and-d-reforms/the-local-offer/>

SECTION 2 - STATEMENT OF INTENT

At Springwell Alternative Academy Spalding we believe that all children and young people should expect to receive education that enables them to achieve the best possible educational and other outcomes, and become confident, able to communicate their own views and ready to make successful transition into adulthood, whether into employment further or higher education or training.

Our aim is that no cohort of pupils is left behind. We have a higher than average number of pupils on Free School Meals, with historical attendance difficulties, Safeguarding issues, oppositional and criminalised behaviours. Thus, we need to work more flexibly and creatively to meet the diverse needs of all pupils.

We aim to provide support to all young people with SEN, whether or not they have an EHC plan. We have a designated teacher to act as the schools Special Educational Needs & Disabilities Co-ordinator (SENDCo) who is responsible for co-ordinating SEND provision (See section 10). Pupil turbulence is around 50% during the academic year. Pupils are either permanently excluded, or at significant risk of permanent exclusion, for behaviours which reflect a diversity of underlying needs. Successful progress and engagement are only possible by:

- Accurate baseline assessments
- A rapid process of holistic awareness, historical research, and rapport
- Deployment of a wide variety of expertise in SEND, outreach work, Safeguarding and strategic leadership
- Quality teaching and learning



OBJECTIVES (HOW ARE WE GOING TO DO IT?)

- Ensure that all pupils, whatever their needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated and with a focus on identifying and removing barriers to learning.
- Do our best to identify needs at the earliest point, make effective provision to meet needs and regularly review progress of young people identified as SEN support
- Involve parents/carers in planning and reviewing the progress of young people with SEND
- By operating a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- By providing support, advice and training for all staff working with special educational needs pupils including mainstream schools when pupils are making the transition from us and reintegration to mainstream education.

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

We consider all possible barriers to learning which may impact on progress and attainment, such as:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Identifying behaviour as a need is no longer an acceptable way of describing SEND. Any concerns relating to child or young person’s behaviour are described as an underlying response to a need which Springwell will be able to recognise and identify clearly.

SECTION 4: A GRADUATED APPROACH TO SEND SUPPORT

In recording pupils needs on an SEND record or register, our criteria for “entering” a pupil on this record will include;

- What work has been done prior to the permanent exclusion, and by whom - the Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. (Pg. 88 Section 6.37 onwards).



- All pupils are currently at **SEND SUPPORT** or being assessed for an **EHC plan**. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEND.
- We 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 SEND most frequently encountered.
- The teachers and SENDCo consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials, such as WRAT5 assessments and Boxall Profiles.
- Parents and pupils are fully consulted at all stages. Pupils who continue not to make progress, or who exhibit undiagnosed needs or increased severity or complexity of need, will be formally assessed for an EHC plan and other specialist settings will be considered.

SECTION 5: MANAGING PUPILS NEEDS ON THE SEND REGISTER

- There is a single category of support, **SEND SUPPORT**. We use pupil profiles, pupil support plans, Boxall profiles, subject targets and termly analyses to outline needs and measure progress towards removing barriers. We focus on what works, the clear outcomes to be achieved within an agreed time frame, and who is responsible for maintaining and updating the record/plan.
- Lines of accountability are made clear including the core expectation that the teacher holds the responsibility for evidencing progress according to the outcomes described in the plan
- All staff are involved in maintaining records and plans are reviewed regularly.
- The level of provision is decided according to need and resourcing priorities.
- The process for engaging additional support/specialist services is agreed through the SENDCo with support from the Executive Vice Principal with responsibility for SEND.
- We use Early Help services, Behaviour Outreach Support Service and other local referral systems to ensure personalised support and additional targeted resources.
- Parents and pupils are involved and informed at all times and key events.
- Pupils may exit the SEND register on readmission to a mainstream school following a period of transition.



SECTION 6: SUPPORTING PUPILS AND FAMILIES

- Springwell Lincolnshire maintains its statutory requirement to provide a **SEND Information Report**; *Regulation 51, Part 3, section 69(3)(a) of the Act* and this can be found on the school website.
- On admission to Springwell Alternative Academy Spalding the pastoral team complete signs of safety using pupil and parent/carer voice and scaling to identify what is working well, what people are worried about and what needs to happen next. This is repeated 3 times a year as part of the schools assess, plan, do, review cycle and allows us to monitor when families may be requiring additional support.
- Springwell Alternative Academy Spalding are committed to multi-agency working to support families and children/young people. Where parents/carers are needing additional support we would offer to complete an Early Help Assessment with the family so that we can support through Team Around the Child (TAC) and where necessary refer or signpost to other agencies for support.
- Our pastoral team regularly complete home visits to families who are identified as needing additional support with managing their child's behaviour at home. We offer advice and guidance and signpost to other agencies and services. Where families have children in attendance at other schools we also work alongside these schools to ensure a joined up approach to support for the family.
- Our SENDCo regularly holds meetings with families to discuss the support in place for children within the centre and where we feel an assessment for an Education Health Care Plan would be appropriate, talk this through with the family to ensure they understand the process as well as collect pupil and parent/carer voice as part of the assessment.
- Springwell Alternative Academy Spalding support children with administering of medication for ongoing conditions within school. Please see section 7 or separate policy on supporting children with medical conditions.

SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- Springwell Alternative Academy Spalding recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Arrangements are in place in school to support pupils at school with medical conditions and school will liaise with appropriate outside agencies and outreach teams to ensure they have up to date training and support to meet pupils needs.



SECTION 8: MONITORING AND EVALUATION OF SEND

- Regular quality assurance, sampling of parent views, pupil's views, staff views and a careful analysis of all data allows the school to offer flexible and personalised support and provision at all times.
- Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

SECTION 9: TRAINING AND RESOURCES

- The training needs of staff are identified and used to plan the programme of CPD sessions. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff undertake training and development in meeting the needs of pupils with SEND
- The SENDCo is available for staff to discuss individual pupils or ask for guidance and support with any area of SEND.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENDCo regularly attends the Local Authority and Wellspring SENDCo networks in order to keep up to date with local and national updates in SEND.

SECTION 10: ROLES AND RESPONSIBILITIES

Within the SEND team we have staff with a wide range of skills, experience training & qualifications. The SEND team is led by an Executive Vice Principal.

Sarah Jorgensen is the Executive Vice Principal with responsibility for SEND. She holds the Postgraduate qualification in Special Educational Needs Coordination and a post graduate certificate in educational testing. She has several years' experience as a SENDCo and senior leader, both in mainstream secondary schools and in alternative provision. Sarah holds certificates in The Theory and Practice of Nurture Groups and Level 1 Theraplay. She has recently completed a masters degree in Special Educational Needs. Sarah was previously Head of School at Springwell Lincolnshire and now takes responsibility for strategic leadership of SEND across the 4 schools.

The SENDCo for Spalding is Gemma Garner. She completed her degree in psychology before completing a postgraduate cert in education with a focus on primary education. With an interest in special educational needs, Gemma then studied for and successfully gained the level 7 qual in specific learning difficulties; dyslexia.

Before joining Springwell, Gemma has worked in several primary schools across 3 counties.



During this time she had lead ks1 and 2 respectively, was a sendco and a member of the senior leadership team whilst teaching the breadth of the primary curriculum and coordinating different subject areas including literacy. Recently she has completed the access arrangements course and National Award for Special Needs Coordination.

The SENDCo has responsibility for:

- The day to day operation of SEND policy
- Co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's budget and other resources to meet pupil needs effectively
- Liaising with parents of pupils with SEND
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being the key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and smooth transition is planned
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date

SECTION 11: INVOLVING SPECIALISTS AND COMPLETING EDUCATION HEALTH CARE ASSESSMENTS

Where a young person continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupils area of need, Springwell Alternative Academy Spalding will consider the involvement of specialists, including those secured by the school itself or from outside agencies. This could include, for example, speech and language therapists, specialist teachers for the hearing or vision impaired, behaviour specialists, autism/dyslexia specialists, occupational therapists, physiotherapists, specialist nurses or an educational psychologist.

- The aim is that these specialists will be able to offer effective support and interventions. Parents will always be involved in the decision to involve specialists and will usually be asked to sign a form of consent.



- Requesting an Education, Health and Care needs assessment - where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the young person, the young person has not made expected progress, the school or parents can consider requesting an Education, Health and care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.

SECTION 12: REVIEWING EDUCATION HEALTH CARE PLANS

- Local authorities have a duty to review EHC plans as a minimum every twelve months. The reviews will focus on the young person's progress towards achieving the outcomes specified in the EHC plan and must also consider whether these outcomes and supporting targets still remain appropriate.
- Reviews of EHC plans must include a focus on preparing for adulthood and transition planning must be built into the plan. In particular, where a young person is nearing the end of their time in formal education, the annual review should consider good exit planning. Reviews will usually take place at the centre the child attends and be led by the SENDCo.
- All reviews taking place from year 9 and onwards will include a focus on preparing for adulthood, including employment, independent living and participation in society. This transition planning will be built in to the EHC plan and where relevant will include effective planning for young people moving from children's to adult care and health services. It will be particularly important in these reviews to record the views, wishes and feelings of the young person.

SECTION 13: STORING AND MANAGING INFORMATION

- Documents relating to a child/young person's SEND, including reports from specialists, agencies and professionals is held within the pupils SEN paper file. Other documents such as pupil profiles, positive handling plans, Boxall profiles are held electronically on the schools staff drive. When a pupil moves to a new education setting this information is printed and shared with the school as part of the transition process.

SECTION 14: REVIEWING THE POLICY

- This policy will be reviewed annually to reflect any changes in the law, or in the local authority or trusts procedures for SEND. It will be reviewed by Sarah Jorgensen (Executive Vice Principal with responsibility for SEND)

SECTION 15: ACCESSIBILITY

- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.



- Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.
- Springwell Alternative Academy Spalding increases and promotes access for disabled pupils to the school curriculum through quality teaching and learning and the wider curriculum of the school such as participation in clubs, leisure activities or school visits.
- Springwell Alternative Academy Spalding adapt timetables, textbooks and information about school events in order to include all pupils and families.

SECTION 16: DEALING WITH COMPLAINTS

- Springwell Alternative Academy Spalding has a complaints policy and procedure which is available on request. We are keen to take part in all forms of resolution and partnership.

SECTION 17: BULLYING

- Springwell Alternative Academy Spalding has an Anti-Bullying policy and steps are taken to ensure and mitigate the risk of bullying of vulnerable learners at school.
- Springwell Alternative Academy Spalding is proud to promote the safeguarding needs of all pupils, develop independence and personal and moral responsibility and build resilience in their learning.

SECTION 18: OTHER POLICIES AND DOCUMENTS

Other Springwell Alternative Academy Spalding policies/documents that link with the SEND policy

- Behaviour policy
- SEND information report
- Bullying policy
- Safeguarding policy

Further details can be supplied on request, including access to other policy documents mentioned above by contacting Springwell Alternative Academy Spalding on 01775 662900.

SLT with responsibility for policy	Sarah Jorgensen
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To be reviewed	Annually