





## **Intent: The JFAN Vision**

Joyce Frankland Academy, Newport is an 11-18 comprehensive secondary school which was founded in 1588 with the express desire that its students should be “good members of the Common Wealth”. The Academy believes that this is as relevant today as it was then. It is our intention that every one of our students pursues their personal goals with a relentlessness that will enable them to achieve this and become future ambassadors not only of this Academy but of the wider community. As such, at Joyce Frankland Academy Newport, our aim is to ensure that we create a positive and inclusive learning environment in which all students, regardless of their individual ability and learning needs, can access the curriculum at a level which allows them to experience success.

Alongside developing the Academy values of Independence, Imagination, Inquisitiveness and Insight, this policy is underpinned by three key principles: that all students are challenged at a level appropriate to their own ability, that all students are able to achieve **their** best, and that all students are encouraged to develop the confidence and resilience needed in order to make a successful transition into adulthood, whether into employment, further or higher education or training.

## **Intent: Legislation and Guidance**

This policy and appended information report are based on the statutory [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 SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCoS) and the SEND information report

This policy works alongside, and in conjunction with, the Essex County Council Local Offer and other school policies such as Accessibility, Anti-Bullying, Medical Needs and also those relating to behaviour and attendance and is embedded in the Academy’s Teaching and Learning framework.

## **Intent: Defining SEND**

“Children are deemed to have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them. Children have a learning difficulty if:

- their learning and development occurs at a very slow rate;
- their attainment is at a level that is significantly below age-related expectations and there is evidence of an increasing gap”.

*Section 312 Education Act 1996*

“A person has a disability...if he/she has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day to day activities.”

*Section 1(1) SEND Act 2001*

SEND is categorised in four broad areas of need and support:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and Physical



Many students have learning difficulties or learning differences that fit clearly into one of these areas whereas some have needs that span two or more areas.

Special education is education or training provision which is different or additional to that made generally for other children or young people of the same age by mainstream settings.

## **Implementation: Roles and Responsibilities**

### **The SENDCo will:**

- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Coordinate the Learning Support Department which is composed of a highly skilled and knowledgeable SEND administrator and a team of dedicated, highly skilled teaching assistants, who impact hugely on the Academy experiences and lives of vulnerable young people.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching
- Advise on the deployment of the Academy's delegated budget and other resources to meet students' needs effectively
- Be the first contact for external agencies, especially Essex County Council and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the Principal and governing body to ensure that the Academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

### **The SEND governor will:**

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Principal and SENDCo to determine the strategic development of the SEND policy and provision in the school

### **The Principal will:**

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND



### The SEND Administrator will:

- Ensure that the records of all students with SEND are kept up to date
- Liaise with the SENDCo and Exams Officer to ensure that Exams Access Arrangements are in place
- Be a point of contact for parents/guardians and Academy staff as well as external agencies, especially Essex County Council and its support services

### Teaching Assistants will:

- Enhance access to mainstream curriculum for students with SEND by reinforcing and extending students' learning using a variety of approaches appropriate to individuals
- Provide a balance of intervention and encouragement of independence
- Work with the SENDCo, teachers and specialist staff to plan and assess the impact of support and interventions and consider how they can be linked to classroom teaching
- Liaise with the SENDCo, other staff, outside agencies and home about their Key Students

### Class Teachers will

- Monitor the progress and development of every student in their class, including those with SEND
- Work with teaching assistants or specialist staff to co-plan and assess the impact of support including how it can be linked to classroom teaching to directly support curriculum progress
- Work with the Learning Support Team to review each students' progress and development and offer input into any changes to provision

## **Implementation: A Graduated Approach to SEND support**

Students in need of special educational provision are highlighted to the Learning Support Team in a number of ways; either through liaison with primary school teachers prior to entry, SATS results, as a result of tests undertaken in Year 7 (*at entry*) or through referral from a teacher or from the pastoral team. When addressing the difficulties that SEND students have, the Academy follows the graduated approach detailed in the SEN CoP (2014) to support children and young people with SEND:



This Assess, Plan, Do, Review cycle forms the basis of all of our support and help to inform future interventions as well as map success and areas for development. Support is coordinated in 'Waves' and periodically reassessed via repeating the cycle, making amendments where beneficial.



### **High Quality Teaching: Wave One**

High Quality Teaching provides a consistent and challenging learning environment with suitable differentiation and personalisation according to all students' needs and as such is the most important aspect of our provision. The SEND register and Tier 2 (Additional Needs) List provides information for teachers about the needs of students in their classes, the support provided and any teaching strategies or approaches that are required.

To ensure that HQT takes place on a consistent basis, continuing professional development is undertaken by all staff and there is additional targeted support where it is needed.

Within these arrangements, the majority of students will learn and make good progress; those whose overall attainments or attainment in a specific subject fall significantly outside of the expected range may be referred for additional intervention from Learning Support and may be placed on the SEND register.

### **SEND Register: Waves Two and Three**

Students may be placed on the SEND register at one of two levels: ASI - Additional School Intervention (Wave Two) or HN - High Need (Wave Three).

Students who have been identified as needing support or intervention which is additional or different to that offered via Wave One (High Quality Teaching) may be placed on the SEND register as ASI (*Additional School Intervention*). These students then receive targeted intervention as part of Wave Two of the Graduated Approach to Support.

Students who are identified as requiring specific individual support via Wave Three will have significant and persistent learning difficulties despite access to appropriate support and interventions available at Waves One and Two. These students will require more targeted and specialist intervention and this is achieved through an EHCP (*Education, Health, Care Plan*), following the legal assessment outlined in the Essex County Council Local Offer, details of which can also be obtained from the SEND Administrator.

All students on the SEND register on both HN and ASI levels, will access High Quality Teaching so that, as far as possible, they will be taught as part of their peer group in an inclusive learning environment which is differentiated, personalised and challenging. targeted support in the classroom. For these students, there may need to be differentiated work, prepared by their class teacher in conjunction with support staff; this may be additional to and/or may be different from the main curriculum.

In addition to this inclusive differentiated provision, we provide a series of interventions for those students that have been identified as needing extra help outside of the classroom environment. These may include:

- TA support in the classroom;
- small group literacy and numeracy sessions;
- small group targeted intervention tuition;
- targeted intervention programmes for SEMH (*social, emotional, mental health*) difficulties, social skills, handwriting skills, organisation/study skills etc.
- access to external agencies providing additional support services (notably where an EHCP is in place)

For further details about the Wave Two and Three support which can be offered at JFAN, please see the Academy SEND Information Report (*Appendix A*)

All students on the SEND register, both at ASI and HN level, have a personalised plan based on the graduated 'Assess, Plan, Do, Review' model, which is shared with all relevant Academy staff as well as



parents/guardians. These record forms are reviewed periodically with the individual students as a key part of the person-centred approach to SEND support provision. (*Appendix B*)

Students on the SEND register who are identified as needing ongoing, personalised support are assigned a Key Worker who will work with students, teachers and parents to create a flexible, person-centred support continuum.

### **Additional Needs - Tier 2 Monitoring List**

Students who were previously on a SEND register but who no longer need special educational provision in order to access the curriculum and make progress in line with expectations, may be placed on the Tier 2 Monitoring List. This list, which, is distributed to all classroom-based staff, indicates the main learning needs or learning differences of individuals and provides suggested strategies to be employed in the classroom. Both the SEND register and Tier 2 List are reviewed and updated on a regular basis with parental liaison actioned accordingly.

### **Implementation: Supporting students with medical conditions**

The Academy recognises that students with medical conditions should be properly supported so that they have full access to education, including trips and other co-curricular opportunities and also to physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some students may also have learning needs and may have an Education, Health and Care plan which brings together health and social care needs, as well as their special educational provision; in such cases the SEND Code of Practice 2014 is followed.

Please see separate Students with Medical Needs Policy for further information.

### **Implementation: Peer on Peer abuse**

Academy staff are mindful of the increased risk of bullying for students with SEND. Promoting an ethos of tolerance and understanding of diversity is central to the Academy's ethos; regular assemblies and PSHE activities include this focus. Promoting independence and resilience in students with SEND is considered a high priority and is central to all aspects of provision.

Special efforts are made to safeguard students with SEND, including supported break and lunchtime where appropriate to the individual. Specific approaches are used with students according to their needs; for example, social stories may be used to support students with autism in understanding social situations and some students may have access to additional tuition around keeping themselves safe.

Please see separate Peer on Peer Abuse Policy for further information.



## **Implementation: Accessibility**

When providing educational services to a student, the Academy is legally required to make 'reasonable adjustments' in order to cater for a student's disability. Such 'reasonable adjustments' vary according to the needs of individual students; examples include environmental alterations to accommodate students with physical and sensory needs, individual evacuation plans for wheelchair users. There are disabled toilets in all areas of the school and a shower/changing rooms with a hoist is available in the Hive. Manual Handling training is delivered to relevant staff where required.

Please see separate Accessibility Plan for further information.

## **Implementation: Exams Access Arrangements**

For public exams, Exam Access Arrangements may be put in place for students who meet the Joint Council for Qualifications' criteria. Access Arrangements include the use of a reader, scribe, laptop or extra time. Assessments are carried out by the SENDCo and applications processed by the school's Exams Officer.

Students may be referred for formal Access Arrangements assessment towards the middle/end of Year 9 so that the most appropriate arrangements are put in place as they commence their GCSE studies. This is because Exams Access Arrangements are only granted to students when this is their 'normal way of working', and where approved standardised assessments conducted by an approved assessor provide sufficient evidence to substantiate the application.

Students and parents/carers are asked for consent before requests to exam boards are requested

## **Implementation: Training**

All teachers are teachers of students with special educational needs or disabilities. As such, teaching SEND students is a whole Academy responsibility strategically led by the SENDCo.

Training needs of staff are identified through staff surveys, as well as observations and through the appraisal process. There are regular CPL sessions on a range of themes linked directly as well as indirectly to SEND, delivered by the SENDCo, other members of the Academy Leadership Team, Lead Teachers and also by external agencies.

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 students.

The Learning Support Team is composed of a highly knowledgeable SEND Administrator and a number of experienced Teaching Assistants. All team members have access to in-house CPL as well opportunities to attend external CPL events.

The SENDCo regularly attends local authority SENDCo network meetings in order to keep up to date with local and national updates in SEND.



The SENDCo has a CP3Ta - Certificate in Psychometric Testing, Assessment and Access Arrangements and is a member of the British Psychological Society and is therefore qualified to undertake educational testing including for Exam Access Arrangements. She has completed the National Award for SEND Coordination.

### **Impact: Reviewing the Progress of Individuals and the Impact of their Support**

All students on the SEND register have their progress monitored by the SENDCo and their Key Worker using the Academy data tracking system. In addition to this there will be a review the effectiveness of any intervention strategies and an update of individual 'Assess, Plan, Do, Review Records' by Key Workers in consultation with the SENDCo on a termly basis.

For students with an EHCP, the SENDCo will lead a statutory annual review process, involving parents and other specialist staff, where, in addition to reviewing progress, future strategies will be discussed and planned.

### **Impact: Monitoring and Evaluation of SEND Support Provision**

The Academy regularly monitors and evaluates the quality of provision offered to all students through regular audits, sampling of views from parents, staff and students. The link SEND governor acts as a critical friend. This process promotes a continual review and improvement of provision for all students

### **Impact: Complaints Handling**

Complaints regarding SEND should be made to the SENDCo, or through the Academy's complaint procedure which is available to download on the Academy website.

## **Appendices**

- a. SEND Information Report
- b. Assess Plan, Do, Review Record Form



