



Special Educational Needs, Disability and Inclusion Policy

The Copper Academy is committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities. Not all students with disabilities have special educational needs and not all students with SEND meet the definition of disability but this policy covers all of these students.

We believe that all children should be equally valued at the academy. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

We are committed to inclusion at The Copper Academy. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

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

- girls and boys, men and women
- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners who are disabled
- those who are looked after by the local authority
- any learners who are at risk of disaffection and exclusion
- others such as those who are sick; those who are young carers; those who are in families under stress; pregnant school girls and teenage mothers

Principles of the 0-25 SEND Code of Practice

This SEND Policy reflects the principles of the 0-25 SEND Code of Practice (2014):

- To provide the structure for a student-centered process that engages student, family, school and other professionals in planning for and implementing high quality, needs-led provision that is consistent across the school. This is to ensure all of our students are able to access the same opportunities for learning and social development, achieving maximum progress, fulfilling their potential and promoting their well-being.
- Ensure the Equality Act 2010 duties for students with disabilities are met,
- To take into account of the views of the students with special educational needs,
- To encourage good communication and partnerships with parents/carers of children with special educational needs,
- To facilitate full access to a broad, balanced and relevant education,
- To make arrangements to support students with medical conditions,
- To develop a culture of inclusion, valuing high quality teaching for all learners and using a range of effective differentiation methods,
- Employ a collaborative approach with learners with a SEND, their families, staff and external agencies,
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family,
- Make efficient and effective use of HHH School resources,
- Have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs,
- Have regard to guidance detailed by placing Local Authorities

The named strategic lead for SEND is the Team Lead & Academy Owner, who is responsible for ensuring appropriate provision for children and young people with Additional and Complex Needs.

Definition of SEND

Students have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her, namely provision which is additional to or different from that normally available in a differentiated curriculum. This may be ongoing or for a limited time. We regard students as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of students of the same age, or;
- b) Have a disability which prevents or hinders him/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
- c) A child under compulsory age has special educational needs if they fall within the

definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

We have regard to the SEND Code of Practice 2014 when carrying out our duties towards all students with SEND and ensure that parents/carers are informed by the academy that SEND provision is being made for their child.

Many students with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

Areas of Special Educational Need

Under the SEND Code of Practice 2014 students identified as having a special educational need (SEN) are considered within one or more of the following categories of need:

Cognition and Learning;

Young people with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties

Young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Social, Emotional and Mental Health Difficulties include:

- ADD, ADHD & Attachment Disorder

Communication and Interaction needs

Young people with speech, language and communication needs (SLCN) have difficulty in

communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

Sensory and/or Physical needs

Some young people require special educational provision because they have a sensory and/or physical disability. These difficulties can be age related and may fluctuate over time.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

Roles and Responsibilities

The Team Leader/Academy Owner

The Team Leader has responsibility for the day-to-day management of all aspects of the academy's work, including provision for children with special educational needs.

The Team Leader determines the strategic development of the SEND policy and SEND provision with the ultimate aim of raising the achievement of students.

The Team Leader takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. She provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of students' achievements and setting targets, the Team Leader develops effective ways of overcoming barriers to learning and sustaining effective teaching.

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for SEND students and reporting on progress

- Monitoring relevant SEND CPD for all staff
- Overseeing the SEND records of all children and ensuring that they are up to date
- Liaising with parents/carers of children with special educational needs
- Contributing to the in-school training of staff
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with other providers to ensure a student and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for students with SEND
- Leading on the development of high quality SEND provision as an integral part of the academy's improvement plan

All Teaching and Non-Teaching Staff:

- All staff are aware of the academy's SEND policy and the procedures for identifying, assessing and making provision for students with special educational needs.
- Teachers are fully involved in providing high quality teaching, differentiated for individual students. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.
- Teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to students' diverse needs in order to remove potential barriers to learning.
- Teaching assistants liaise with the teacher on planning, on student response and on progress in order to contribute effectively to the graduated response.

Statutory Assessment of Needs (EHCP)

It is anticipated that students attending the academy will come with an Education, Health and Care Plan (EHCP). The evidence gathered through the process of review helps to support the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a student has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. The school holds annual review meetings on the behalf of LA and completes the appropriate paperwork for this process.

Supporting Students and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the academy and other professionals to ensure that their child's needs are identified properly and met as early as possible.

The Copper Academy supports parents / carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision- making process about special educational provision

Student Voice

Students are aware that their voice is important at The Copper Academy and are free to comment on anything they have concerns about. The academy takes their views very seriously and are fully supportive where this is concerned.

Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support students with medical conditions. Individual healthcare plans normally specify the type and level of support required to meet the medical needs of such students.

The Copper Academy recognises that students at school with medical conditions should be properly supported so that they have full access to education, including academy outings and physical education. Some children with medical conditions may be disabled and where this is the case the academy complies with its duties under the Equality Act 2010.

Written by – Emma Hosie

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