



DISABILITY INCLUSION, SPECIAL EDUCATION NEEDS AND LEARNING SUPPORT POLICY

Approved by:	Mr G.A. Hussain (Headteacher)
Policy reviewed:	March 2021
Next review date:	September 2023

SENCO: Miss Maria KashifCOMPLIANCE:

This policy outlines the framework for Read Academy to meet its duties and obligations to provide a high-quality education to all of its pupils, including pupils with special educational needs and/or disabilities.

INTRODUCTION AND PRINCIPLES:

Read Academy operates non-selective admission into the school at Reception age.

The school welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The head teacher is firmly committed to inclusivity, to giving every child the best possible start in life and all pupils with disabilities are welcome, provided of course the school can reasonably provide them with the help and support that they require.

The induction training for all teaching and support staff underlines the importance of identifying and providing for the individual needs of pupils with SEN as a special category within the safeguarding of all children.

This policy provides the framework by which the school expects to follow all due regulations following on from the Children and Families Act 2014 and the SEN and Disability Code of Practice, 0-25 years, 2014 (SEND Code 2014) and how it expects to achieve its fundamental aim of making the school and its facilities as widely accessible as it is reasonably and practically possible to achieve.

The policy applies to all pupils including those within the Early Years Foundation Stage (EYFS).

SPECIFIC OBJECTIVES

1. To define the children and their disabilities, including SEND needs and Learning Difficulty, as covered by this policy.
2. To outline the processes by which the school admits and prepares for entry of the children concerned.
3. To outline how the physical environment can and will be adapted to cope with disabilities.
4. To outline how the child will be integrated into the life and operation of the school.
5. To set out the staff action and interaction with the child(ren), the distribution of responsibilities and the training provided.
6. To indicate how parents and staff can work together for the child and their education.

DEFINITION OF DISABILITY

The Equality and Human Rights Commission (EHRC) guidance states that:

A person is a disabled person (someone who has the protected characteristic of disability) if they have a physical and/or mental impairment which has what the law calls a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment, not the cause.

In relation to physical impairment:

- ☒ Cancer and multiple sclerosis are covered from the point of diagnosis.
- ☒ Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met.
- ☒ People who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist, are automatically treated as disabled under the Act.

In relation to mental impairment, this includes:

- ☐ conditions such as dyslexia and autism
- ☐ learning disabilities such as Downs syndrome
- ☐ mental health conditions such as depression and schizophrenia.
- ☐ Whether the condition has this impact without taking into account the effect of any medication the person is taking or any aids or assistance or adaptations they have, like a wheelchair, walking stick, assistance dog or special software on their computer. The exception to this is the wearing of glasses or contact lenses where it is the effect while the person is wearing the glasses or contact lenses, which is taken into account.

DEFINITION OF LEARNING DIFFICULTY

The DfE website (www.education.gov.uk) offers guidance on Children with special educational needs (SEN) (July 2015) and defines Special Educational Needs (SEN) as those factors that affect a child's disability to learn, which can include their:

- ☐ behaviour or ability to socialise, e.g. not being able to make friends
- ☐ reading and writing, e.g. they have dyslexia
- ☐ ability to understand things
- ☐ concentration levels, e.g. they have Attention Deficit Hyperactivity Disorder
- ☐ physical needs or impairments

The school welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment.

THE SELECTION PROCESS AND PREPARATION FOR ENTRY

The school's selection policy is described in its Admissions Policy. Applications from all who have the ability and aptitude to access an academic curriculum are welcome. However, parents of children with physical disabilities, SEN or learning difficulties are advised to discuss their child's requirements with the school before they start so that adequate provision can be made for them. Parents are asked to provide a copy of a medical report or educational psychologist report to support any request, for example, for large print material, extra time, use of laptops or other special arrangements.

Each pupil with a disability and/or SEN requires special consideration and treatment. If appropriate adjustments need to be put in place, they will be discussed thoroughly with parents and their medical advisers, including adjustments that can reasonably be made to the curricular and extra-curricular activities before their child becomes a pupil at the school.

BARRIERS TO LEARNING

The Children and Families Act 2014 identifies the emphasis that the government wishes to give to integrating the SEN child into what it calls mainstream education, so that the child continues benefits from the education provided more generally in the classroom. We intend to follow this guidance to every extent possible, whilst recognising that social, emotional and behavioural barriers to learning can be associated with some disabilities. Mental illness or learning difficulties can cause behavioural issues. The school aims to work together with families and where appropriate with outside agencies, including Educational Psychologists and Speech and Language Therapists to overcome or minimise these barriers as far as is possible.

PHYSICAL ACCESSIBILITY AND OTHER ADJUSTMENTS TO PROVISION

Parents and prospective parents of disabled children may wish to obtain copies of the school's Accessibility Plan from the Head teacher. This shows the ways in which the school plans to make the buildings accessible to disabled pupils, disabled parents and visitors. The school has an active monitoring policy and will do its best to make adjustments to take account of individual pupil's needs within constraints imposed by the building or resources. Facilities for wheel-chair users are being introduced progressively as buildings are upgraded.

Depending upon need, children may be permitted to use laptop computers in class, and may be given large print or documents printed on coloured paper if required. Other auxiliary aids and services will also be considered in need (in accordance with the Equality Act 2010)

PUPILS WITH INDIVIDUAL EDUCATION, HEALTH AND CARE PLANS (EHC PLANS) AND CARERS

If a pupil with an Individual EHC Plan requires a dedicated carer in school and that person is funded by their Local Authority to assist with personal care, writing, etc., this can be accommodated provided that the carer has an enhanced DBS check arranged by the school and complies with the child protection arrangements in force at the time.

The school requires a carer (as it does with every other member of staff) to sign a written agreement undertaking to comply with the school's child protection policies and to attend the child protection induction briefing that is given to all new members of staff before working unsupervised on site.

The Individual EHC Plan will be reviewed termly with any necessary outside agencies.

LEARNING SUPPORT:

Pupils with a specific learning difficulty in the areas of dyslexia, dyspraxia and similar conditions may require specialist support. To the extent that the learning difficulty is known, this would normally be discussed with parents before their child enters the school.

Staff are trained to identify signs of learning difficulties and particularly those mentioned above. Such signs will be discussed with parents where appropriate and pupils with identified or suspected learning difficulties will be requested to be assessed at their parents' expense by a specialist so that the areas that require support can be identified. Specialist one-to-one lessons and help with study skills may be offered to parents outside the normal curriculum. The school works closely with the child and their parents and to help them to overcome the barriers that their difficulties present.

SCHOOL BEHAVIOUR AND DISCIPLINE

The school takes pride in its well-developed system of pastoral care for social interaction amongst pupils. All pupils, from the youngest in the Early Years Foundation Stage (Reception) upwards, are actively taught that victimisation and bullying is prohibited and will not be tolerated. The school is to ensure that a disabled pupil, or a pupil with SEN or other protected characteristic, does not receive less favourable treatment as a result of discrimination. Pupils are taught through the curriculum, PSHE sessions, assemblies and other activities the importance of respecting each other and behaving towards each other with courtesy and consideration. The school's behaviour policies/school rules make clear the seriousness of bullying, victimisation and harassment in all its pernicious forms, including racial, religious, cultural, sexual, sexist, gender-related, sexual orientated homophobic, disabled and cyber, in causing serious psychological damage and even suicide. The school, via the induction process and staff development, ensures that all staff are aware of the importance of working together to guarantee the safeguarding of children. (KCSIE) Considerable teacher time is expended in preventing bullying, victimisation and harassment and in dealing with it when it occurs. All pupils understand that the school has a zero-tolerance policy on bullying and that bullies can expect strong sanctions to be applied to them.

ROLE OF THE SPECIAL NEEDS COORDINATOR (SENCO)

Miss Maria Kashif acts as Read Academy's SEN co-ordinator (SENCO). Working closely with the class teachers, Miss Maria Kashif plays a key role in determining the strategic development of the SEND policy and provision in the school in order to cater for the individual needs of pupils with SEND. Miss Maria Kashif as SENCO will liaise closely with staff, family and where appropriate, with external agencies.

The class teacher will take responsibility for any child identified as having SEN. Where appropriate, an individual EHC Plan will be prepared for each child, setting achievable targets. The parents, teachers and outside agencies if appropriate will review the plan regularly; the child will be encouraged to take ownership of it and to set their own targets.

STAFF TRAINING

All staff (including teaching and support staff) are given training on working with SEN and disabilities under Mr G A Hussain's (headteacher) direction. This training focuses on helping each child to reach their maximum potential, the appropriate adjustments (such as large print or using coloured paper) that can give full access to the curriculum and facilities of the school to the greatest extent possible.

The school trains its teachers to differentiate within the classroom and to take into account pupils learning difficulties (as well as the needs of gifted and talented pupils). The SENCO liaises with the teaching staff about the most appropriate means of meeting the needs of pupils with SEN and learning difficulties. The SENCO has an important role in ensuring consistency of approach by all teachers in providing, for example, access to learning materials that are easier to read and understand, or extra time in exams.

PARTNERSHIP WITH PARENTS

The school's expectation is that all parents of SEN children will feel able to share any concerns about their child with the staff in order that a healthy partnership for the care of their child can be developed and that they will have an active involvement in the way in which the child's needs are catered for. The class teacher or other adult responsible will encourage parents to discuss any concerns arising. A member of staff will always ask to see a parent if they feel that an adjustment to the curriculum or individual education plan followed by their child might be in their best interests, or if there is a specific concern. If it is believed that an adjustment to the curriculum and/or the pupils individual EHC Plan is necessary, they will discuss recommendations with the parents or carers first.

COMPLAINTS

The school expects that a parent will not feel that they have cause to complain. The school's Complaints Procedure is available on the website for any parent who wishes to make a complaint. Additionally, all parents of children with SEN have the legal right to seek redress from the First Tier Tribunal (Special Educational Needs and Disability) if they believe that their son or daughter has received unfavourable treatment.

MONITORING & REVIEW:

It is the responsibility of the Head Teacher to ensure the implementation of this policy and to review it every two years or sooner if necessary.



Referral Stage

SEN REFERRAL PROCESS

CONCERNS IDENTIFIED AND RAISED TO SEND DEPARTMENT

REFERRAL FROM:

Teacher Parent/Carer Admissions Test Standardised Test Incident Other

CLASS TEACHER TO COMPLETE REFERRAL FORM

Evidence Stage

**SEND DEPARTMENT TO REVIEW THE FORM AND LIAISE
WITH ALL RELEVANT STAFF**

**SEND DEPARTMENT TO CARRY OUT PUPIL OBSERVATION
& COLLATE FEEDBACK**

SEND DEPARTMENT TO CONDUCT WORK REVIEW

No learning difference identified

Learning difference identified

Support Stage

Create a support plan

ELIGIBILITY – (identifying level of support)

KEY STRATEGIES – (mapping out personalised support)

**FAMILY-CENTRED PARENTAL INVOLVEMENT WITH STRUCTURED
DISCUSSION**

PROFESSIONAL INVOLVEMENT (where necessary)

INTERVENTION/SUPPORT PLAN AGREED AND IMPLEMENTED

CONTINUAL REVIEW AND UPDATES TO STAFF & PARENT/CARER