



R.Y.A.N EDUCATION ACADEMY

"RESPECT YOUR ACHIEVEMENTS NOW"

**SPECIAL
EDUCATION
NEEDS AND
DISABILITIES
(S.E.N.D)
POLICY**



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INTRODUCTION

This policy has been developed in line with the 0-25 SEND Code of Practice 2015 which sets clear expectations on how schools are to deliver a whole school approach to SEN, with good quality teaching as a first response and a clear focus on outcomes. In addition, the policy had been written in response to the requirements of **Part 3 of the Children and Families Act 2014**; The Special Educational Needs and Disability Regulations 2014 and the Equality Act 2010 •

This policy should also be read in conjunction with the following policies Behaviour Policy, Preventing Bullying and Promoting Positive Behaviour Policy, Assessment Policy, Equality & Diversity Policy, Anti-Bullying Policy, Safeguarding Policy, Curriculum Policy, Complaints Policy, and Disability Accessibility Policy.

This policy was developed with parent(s), carer(s) guardian(s), representatives from the governing body and parents of children with special educational needs and will be reviewed annually.

The R.Y.A.N Education Academy embraces the ethos that children and or young people with special educational needs and disabilities should not be treated less favourable than any other child or young person. It is the school's endeavour to ensure all young people within its setting get the right support they need and that they make a positive transition in terms of opportunities be it going college, apprenticeship, employment and or independent or semi - independent living hence, achieve their personal goals in life.

At the R.Y.A.N Education Academy, we are committed to offering an inclusive, adaptive, and responsive curriculum to ensure the deliver quality first teaching and to enhance the growth development for all our pupils whatever their needs and ability. The school seeks to raise the achievement, identify learning gaps, and remove barriers to learning and increase physical and curricular access for all. All young people with SEN are valued, respected and appreciated members of the school community.

A glossary to acronyms used can be read at the end of this document.



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WHAT IS SEND

New SEND legislation came into force on 1st September 2014 as a result of the implementation of the Children and Families Act 2014 and the Special Education Needs and Disability Regulations 2014. Part 3 of the Children and Families Act concerns children and young people with SEND. The legal framework that surrounds SEND is contained in the statute law (the Act), the SEND Regulations, case law and the statutory guidance (SEND Code of Practice 2015).

A child or young person has SEN [D] if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEN may also have a disability under the Equality Act 2010. Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.

"Special educational needs (SEN) that affect a child's ability to learn 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 / [Rejection Sensitive Dysphoria - RSD]; physical needs or impairments [Special Education Needs and Disability Regulations 2014]

Source: Schools Guide the 0-25 SEND Code of Practice

WHAT DETERMINES IF A CHILD OR YOUNG PERSON HAS SPECIAL EDUCATIONAL NEEDS?

Children and Families Act 2014 - Section 20 outlines the above as follows:

- (1) A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- (2) A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - (a) Has a significantly greater difficulty in learning than the majority of others of the same age, or



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- (b) Has a disability which prevents or hinders him or 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.

WHAT ARE SPECIAL EDUCATION NEEDS?

A child or young person has special educational needs (SEN) if they need extra support because they find it more challenging to learn than the majority of other children or young people of the same age.

Examples of special educational needs include:

- Speech, language and communication needs
- Behavioural, emotional and social difficulties
- Autistic spectrum conditions
- Specific learning difficulties, such as Dyslexia and Attention Deficit Hyperactivity Disorder (ADHD)
- Moderate learning difficulties
- Profound and multiple learning difficulties
- Multi-sensory impairment

THE FOUR MAIN AREAS OF SEND CODE OF PRACTICE

- (a) **Communication and Interaction** - Children or young people may find communicating and understanding language challenging. The reasons being they may have language difficulties or conditions such as Autism, ADHD, or sensory processing disorder.
- (b) **Social, Mental and Emotional Growth and Development Barriers** - For children and young people managing their emotions can be challenging which can result in them experiencing depression, anxiety,



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managing behaviour challenges, aggression. These can affect their mental health leading them to self-harm, substance abuse and eating disorders.

- (c) **Cognition and Learning** – Children or young people may have difficulties in the way that they process information that will affect learning in terms of basic skills in areas of numeracy, literary skills, or specific learning difficulties (spLD.)
- (d) **Sensory and / or Physical** – This means that children and young people may have difficulty in accessing their environment or learning e.g., too much noise in the classroom for a young person wearing a Cochlear implant can possibly affect a child or young person socialising and or learning.

It is important to note that not all children and young people with the same or similar diagnosis or disability will experience exact same difficulty.

WHAT DO WE MEAN BY DISABILITY?

A child or young person has a disability if they have a physical or mental impairment that has a substantial or long-term effect on their ability to carry out normal day to day activities. Research suggests that about 6-7% of children are disabled.

Children and young people with the most complex needs will require specialist services. They will require support with their health, education or physical, intellectual, emotional, social or behavioural development due to disabilities including:

- Multiple and complex health needs or chronic illness
- Sensory impairment such as hearing loss, visual impairment or deaf blindness
- A significant and long-term learning difficulty



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- A physical disability
- Autistic spectrum disorder
- A severe communication disorder, or
- A significant pre-school developmental delay

THE TYPES OF EDUCATIONAL NEEDS THE R.Y.A.N EDUCATION ACADEMY AS A PROVISION ACCOMMODATES

The R.Y.A.N Education Academy, is an independent school who educates young people from the ages of 13-17 with Behaviour, Emotional and Social Difficulties and have an Educational Health Care Plan with Special Educational Needs & Disability. The school has invested in different types of resources to support young people with Autism, ADHD and Special Educational Needs and Disability.

It is important to note that where the school is not familiar with a particular need staff will attend appropriate training courses to meet those requirements in line with the Local Authority contracted agreement / staff development.

Section 13 of the Children and Families Act 2014 clearly stipulates that... The parents of children with statements of SEN currently have [a right] to express a preference for the school they wish their child to attend and those young people in education and training (including further education.) Therefore, it is crucial that the teaching offered by the R.Y.A.N Education is of High quality, differentiated and personalised and will meet the individual needs of the young people with SEN as well all pupils on roll at the school.

The R.Y.A.N. Education Academy is special educational provision under Section 21 of the Children and Families Act 2014 and we will hence endeavour to ensure that our provision meets the needs of SEN with our school.

It is of paramount importance that the R.Y.A.N Education Academy understand their statutory duties and responsibilities under the reforms in the Children and Families Act 2014 in relation to children in their care who have or may have special educational needs or disabilities (SEND)



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It is therefore essential that all teachers; the strategic role of SENCO, governors, the leadership team and Headteachers' embrace SEN as a central part of the R.Y.A.N Education Academy's robust systems and procedures to meet the needs of all young people with SEN.

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The R.Y.A.N Education Academy will ensure that it delivers a high-quality level of teaching which incorporates differentiation and personalised curriculum that will meet the individual needs of the majority of pupils attending the school. It is apparent that some pupils require additional educational support that is different and may need external intervention from multi-agencies and or other educational providers. This is special educational provision under Section 21 of the Children and Families Act 2014 (see page 3-4.)

HOW WILL WE EMBRACE S.E.N.D?

The Board of Governors and staff at the R.Y.A.N Education Academy recognise and embrace the fact that all our pupils have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a joyful, peaceful, exciting and positive educational environment in which all pupils can develop and maximise their full potential hence become confident, independent and assertive individuals.

Part 3 of the Children and Families Act 2014 - Section 19 of the Act sets out the general principles that local authorities must have regard to when supporting disabled children and young people and those with SEN under Part 3 of the Act. Local authorities must pay particular attention to: the views, wishes and feelings of children and their parents, and young people; the importance of them participating as fully as possible in decision-making and providing the information and support to enable them to do so; and supporting children and young people's development and helping them to achieve the best possible educational and other outcomes.

The R.Y.A.N Education Academy aim to:

- Make sure that our curriculum is receptive to all of our pupils' whatever their individual need.



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- Promote positive attitudes, individual confidence and self-esteem making sure that all of our pupil's experience success and reach their potential.
- Ensured pupils are, assessed early on, planned for, maintain records and frequently review pupils' 'Special Educational Needs' (*Assess, Plan, Maintain, Review.*)
- Encourage and ensure parent(s)/guardian(s)/ Carer(s) are actively involved in planning and supporting at all stages of their child's educational and personal development.
- Make effective use of multi-agency and support services.
- Implement the SMART process - **S**pecific, **M**easurable, **A**chievable, **R**elevant and within a **T**ime Scale as a means to meet pupil (s) personal needs.
- To take into account the wishes of the pupil(s)

DISABLED CHILDREN AND YOUNG PEOPLE

Many children and young people who have SEN may have a disability under the **Equality Act 2010** - that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial.' This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

Source: Special educational needs and disability code of practice: 0 to 25 years



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The R.Y.A.N Education Academy and the governing body, and proprietor will publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans (SEND Report).

BOARD OF GOVERNORS AND HEADTEACHER RESPONSIBILITY

The Board of Governors of the R.Y.A.N Education Academy, together with the Headteacher, have a legal responsibility for overseeing all aspects of the school's work, including provision for pupils with special educational needs, hence ensuring that the necessary provision is made for any pupil who has special educational needs. They should determine the school's general policy and approach to provision for children with special educational needs and ensure the appropriate staffing and funding is available to fulfil arrangements in this fundamental aspect of the school.

An appointed Board of Governor works with the school to review and monitor the provision for pupils with Special Educational Needs.

HEADTEACHER RESPONSIBILITY

The Headteacher has complete responsibility for the management of provision for pupil(s) with 'Special Educational Needs' and must endeavour to keep the Board of Governors fully aware and works closely with the SENCo.

SENCo

The Children and Families Act 2014 Section 67 of the Act requires schools to have an SEN Coordinator (SENCO) and to ensure that SENCOs have particular qualification and/or experience.

The Special Educational Needs Coordinator is Mrs Catherine Elizabeth Ryan-Harris is currently acting in this current position for the R.Y.A.N Education Academy. As the Headteacher she works closely with all staff, parent(s), guardian(s) and carer(s) as well as multi-agency provisions as appropriate to



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ensure the most paramount support for pupil(s) with 'Special Educational Needs' is acknowledged and dealt with effectively.

SENCo Areas of Responsibility:

- To oversee the day-to-day operation of the school's SEN policy coordinating provision for pupil(s) with SEN.
- Ensure an early intervention with the involvement of parents, guardian(s) and carer(s) concerning SEN issues.
- Assisting to identify pupil(s) who have 'Special Educational Needs' and bring this to the attention of the Headteacher, Teaching Staff and other members of the team as appropriate.
- Assessing to identify pupil(s) with 'Special Educational Needs', assessing, planning to maintain their progress in line with the schools SEN policy.
- Working closely with the Designated Teacher for Looked After Children (LAC) and advising on the costs of resources in line with allocated budget that will assist in meeting the pupil(s) needs efficiently and effectively.
- To work with other school, Educational Psychologist, School Nurse and Health Care Professionals and independent or voluntary organisations as and when required.
- Being a focal point with external agencies especially the local authority including SENAR and key support agencies.
- To liaise with potential educational providers to ensure pupil(s), parent(s), guardian(s) are informed about further options and to ensure smooth transition is planned for the SEN pupil(s.)
- To ensure that Teaching Assistants are given the opportunity for Continuing Professional Development in liaison with the Headteacher as well as liaise with the Board of Governor Representative for SEN.



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TEACHING STAFF AND TEACHING ASSISTANTS

Class teachers are involved in the development of the school's SEN policy and implement the procedures for identifying, assessing and making provision for pupils with SEN, including planning for differentiation. The identification of SEN is built into the overall approach to monitoring the progress and development of pupils. Class teachers are responsible for working with children on a daily basis and closely monitor children involved in interventions away from the main class. Teachers work closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

SPECIALIST PROVISION AND FACILITIES

Any pupil referred to the R.Y.A.N Education Academy with 'Special Education Needs', the Headteacher / SENCo will discuss with parent(s)/guardian(s)/Carer(s) as part of the referral process. In the interim once the referral has been considered the previous school and support agencies are contacted as appropriate in order to acquire additional information. The members of the teaching team all Autism Education Trust trained; and have a responsibility for teaching pupils(s) with learning difficulties/disabilities and should any specialist advice and or support be required, this will be arranged.

The R.Y.A.N Education Academy has facilities such as access for wheelchairs; a disabled toilet and a disability lift are available. If a pupil(s) join the school with a disability the SENCo and class teachers make sure that all appropriate members of the team are informed about effective management and teaching strategies and that other pupil(s) are informed as appropriate.

The R.Y.A.N Education Academy seeks advice from outside agencies on how best to provide for the child's needs and this advice is accessible to the adults working with the child through the purple files. Arrangements are made to allow as much independence as possible, but with support available as and when necessary (see Health and Safety Policy).

The SENCo and Governor with responsibility for Special needs liaise regularly to discuss provision within the school for all children with SEN.



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Specialist training among the staff

Staff training is undertaken in various aspects of SEN according to the needs of the children to ensure that the provision made and support given to pupils is appropriate and effective.

The training needs of the staff including TAs are reviewed as part of the CPD process in school. TA's are currently studying on a Apprenticeship Programme at Level to for Teaching Support which comprises Special Educational Needs as well as ICT Level 1, English Level 2 and Maths Level 1.

MANAGING AND CO-ORDINATING THE PROVISION

The Headteacher will meet regularly with the Assistant Headteacher in her capacity of SENCo. A fundamental aspect is to ensure team briefs are undertaken to update teachers and mentors appropriately of any surfacing issues. The latter will assist in raising achievement hence identifying additional support that may be required to enhance the pupil(s) learning ability. Special Educational Needs is an integral part of the R.Y.A.N Education Academy.

R.Y.A.N Education Academy, Improvement Development Plan IDP. The SENCo will identify with the IDP as a means to charting any planned intervention to meet SEN requirements. In addition, the SENCo will meet regularly with the Teaching Assistants(s) to review progress and give advice as well as monitor the provision of TA support throughout the school. The latter is dependent on the Special Needs requirements and this placement may change as the needs of the children change. There is opportunity for informal daily contact between staff to discuss concerns.

Parent(s), Guardian(s), Carer(s) always kept informed by class teachers and learning mentors thus encouraged to be involved in the support of their child's education whenever possible. The SENCo also communicates with Parent(s), Guardian(s), Carer(s) and pupils with Education, Health and Care Plans have a 6 monthly review with the SENCo. To ensure that all is well through the school week on a Friday the SEN pupil will have a tutorial in line with the Individual Development Plan.



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The R.Y.A.N Education Academy has implemented a 'Parent Forum' which is held on the third Thursday of each month in addition to supporting parents if they have any concerns and or require additional support e.g., fCAF, Think Family, CAMHS etc. These agencies will be introduced in cases where the pupil(s) If the situation becomes more of a worry the SENCo will work more in-depth with the family to identify areas for change and appropriate support from other professionals. Please refer to the Safeguarding Policy.

However, if parents still require more help and advice, they contact the:

Birmingham SEND Information, Advice & Support Service - SENDIASS

Description of service offered:

Birmingham SEND Information, Advice & Support Service provides advice and information on all aspects of special educational needs, for parents, children, and young people.

Opening hours:

8.45 a.m. to 5.15 p.m. (Monday to Thursday)

8.45 a.m. to 4.15 p.m. (Friday)

Address:

Birmingham SEND Information, Advice & Support Service
28 Oliver St.
Nechells
Birmingham
B7 4NX

Telephone:

0121 303 5004

Email:

SENDIASS@birmingham.gov.uk

Website:

www.birmingham.gov.uk/sendiasm

ADMISSIONS ARRANGEMENTS



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The R.Y.A.N Education Academy strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), the school will admit a child with an Education, Health and Care Plan (EHCP) subject to the wishes of their parent unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

To ensure that the pupil(s) with SEN is in the right provision e.g., R.Y.A.N Education Academy they will undertake a **seven-week** transition period. This will involve baseline assessments, personalised or bespoke curriculum if required, and one-one support. School will maintain its communication with the local authority and parent(s), guardian(s) and carer(s.)

LEARNING STRATEGIES FOR PUPIL(S) WITH SPECIAL EDUCATIONAL NEEDS/EHC PLANS

Staff Members are qualified and have experience to work within the area of Special Educational Needs outlined below.

Behaviour, Emotional and Social Difficulties (BESD)

- Set tasks that are achievable and give regular feedback on progress.
- Allow opportunities for pupils to take on responsibility and give praise when achieved.
- Discuss with pupil the type of reward that encourages them e.g., certificate, house points and ensure these are implemented.
- Good interaction with parents, carers and multi-agency workers.

Attention Deficit Disorder (ADD) and Attention Deficit Hyper Activity Disorder (ADHD)

- Staff will use work plans, tick lists etc. as a reminder of what tasks need to be achieved with the pupils.
- Establish clearly defined boundaries for behaviour, rules and self-monitoring for completed tasks.



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- Build into the curriculum for learning social integration and anger management
- Ensure instructions are short, precise and positive to enable the pupils to work within set routines and rules.

Autism

- Keep language simple.
- Give pupil time to process what is being said to them and clarify their understanding.
- Explain changes in advance to minimise anxiety.
- Use picture symbols i.e., Makaton, Photos and Social Stories wherever possible to enhance learning.
- Provide a clear structure so that the pupil knows what is expected.
- Identify what environmental factors can trigger episodes of agitation and anxiety i.e., noise, smells crowded places and so on.
- Liaise with all those involved in the pupils' intervention i.e., parents, carers and specialists to ensure the consistency in the management of educational and development plan.

Pathological Demand Avoidance (P.D.A)

Behaviour awareness

- Normal eye contact, but will resist and avoid the ordinary demands of life
- Appearing 'sociable but this can cover up underlying differences/difficulties in social interaction and communication
- Being comfortable in role play and fantasy
- A need for control often driven by anxiety leading to a 'panic attack'.
- Heightened emotions and mood swings

Therefore:

- Try to reduce anxiety when communicating
- Avoid direct commands and give them a choice
- Avoid confrontation within reason



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Engaged in Learning

- Work to be done in bite size chunks
- Include visuals videos, picture diagrams
- Pathological Demand Avoidance (PDA) give choices rather than demands
- Debates
- Needs a safe place
- Consistency in terms of punctuality and attendance of lessons concerning the teacher
- Consistency in terms of lessons starting on time
- Role-play
- Eye contact with balance i.e., not too much
- Use a sense of humour
- Silent time when preferred

Additional

- High levels of anxiety i.e., known as 'panic attacks' as profiled within PDA which can result in outbursts

LEARNING DIFFICULTIES

The R.Y.A.N. Education Academy will do all that is practically possible to detect and deal appropriately with a learning difficulty, which amounts to a "Special Educational Need." The school staff however; are not qualified to make a diagnosis of specific learning difficulties such as dyslexia i.e., impairment of the ability to recognize and comprehend written words, dysphasia i.e., causing issues with co-ordination e.g., writing, or other learning difficulties. The Head of Curriculum and Education will ensure she acquires specialist help for learners with Dyslexia and other disabilities to learning.

Catherine Elizabeth Ryan-Harris (Head Teacher / Head of Curriculum and Education), and Abdul Monaim - Deputy Head / Head of Academic Studies), SENCo.

SAFEGUARDING AND CHILD PROTECTION

At the R.Y.A.N Education Academy our first priority is the pupil(s) welfare and therefore, there may be occasions when our concern about pupil(s) means that we



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have to consult other agencies even before we contact the parent. The procedures we follow have been laid down by the **'Birmingham Children's Safeguarding Partnership'** - *"who works with Birmingham Children's Trust and Birmingham City Council to protect the city's most vulnerable children. It works with agencies that work with children, their families and communities to encourage a shared sense of responsibility and to keep children safe from harm."* **If you want to know more about this procedure, please speak to the Head teacher.**

RESOURCES

The R.Y.A.N. Education Academy has several laptops, computers, and iPads **[some will be equipped with specialist software for use by pupils' who have literacy and sensory difficulties.]** There is also an open access computer suite on site that pupils can use. Specialist software for visually impaired pupils will also be made available. The R.Y.A.N. Education Academy will also explore companies such as:

- <http://www.friendshipcircle.org/blog/category/special-education/>
- <http://www.makaton.org/shop/shopping/browseStore/17462744>
- <http://uk.ixl.com/math/year-11/square-roots>
- <http://www.tes.co.uk/teaching-resource/Literacy-SoW-for-Special-Needs-pupils-6034054/>

The school will endeavour to make reasonable adjustments to aid the prospective or existing pupil / staff member. For example:

- Allocating a classroom on the ground floor
- Specialist seating or any other relevant classroom resources to aid and develop learning.
- The kitchen on the ground floor will be equipped with specialist equipment for pupils who use wheelchairs.
- There will also be a dedicated Mini-com telephone number for use by Hearing impaired pupils and staff as the need occurs.



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PHYSICAL ACCESS

- Parents, Guardians, Carers should be aware that the school site covers a relatively wide area i.e., two floors and one lift; thus, there is a ramp at the back of the building for access for wheel chair users in to the building. Where necessity requires pupil (s) to move around the building, extra handrails will be fitted as required.
- The building where the school is located complies with current regulations.

WELFARE AWARENESS

- Staff and students are to be made aware of disability and understand its effects and accept and support disabled students as part of School life.
- Appropriate staff Inset will be provided on a regular basis to enhance understanding of disability, the need for making reasonable adjustments in compliance with our legal duties and to improve our educational provision.
- The school's Equal Opportunities Policy, Anti-Bullying Policy, Codes of Behaviour, Student and Staff handbooks will be updated to reflect inclusiveness and the difficulties faced by disabled students, thereby improve understanding and integration.
- The school will agree with parents, appropriate regular means of communication about the student's progress, behavioural issues, and the effects of any medication.

EDUCATION

- Staff will continue to be made aware of pupils with Disability or Special Educational Needs by the Inclusion Co-Ordinator or Medical support staff.



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- Staff will continue to be made aware of strategies to make "reasonable adjustments" within the classroom so as not to place disabled students at a substantial disadvantage in accessing the curriculum.
- Staff will need to adapt their teaching to the learning styles of all the pupils' according to their abilities and needs. Such differentiation should be reflected in Individual Educational Plans (I.E.P's) and Schemes of Work.
- The implementation of reasonable adjustments to classroom management, teaching and expectations, should not prejudice the progress of other pupils, nor their Health and Safety.
- The school provides auxiliary support such as a learning mentor and will supply other auxiliary aids e.g., laptops or hearing loops as and when required.
- The school will ensure that disabled pupils' have their full entitlement to outside visits / activities.
- This will be reflected in adaptations to travel plans, risk assessments, pupil to adult ratios and notification to place of visit and pre-visit to site if appropriate (*See Safeguarding and Child-Protection Policy*)
- Children requiring specific work to improve their mobility will have access to additional gross/fine motor skills sessions.
- The Inclusion coordinator will ensure that disabled pupil (s) has access to suitable furniture, classroom adaptations, aids and resources (lap-tops, pens, scissors etc.)
- In assessing any pupil, the school may take such advice and require such assessments e.g., Educational Psychologist's report and recommendations as it regards as appropriate.



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- The school follows Department for Children, Schools and Families (DSCF) guidelines and procedures to enable all children with disabilities to have equal access to national assessments.
- Pupil (s)/staff have access to outside agencies that will support and advise them on a regular basis.

CONCLUSION

The school's desire is to enrich the lives of all our pupils' by pursuing an inclusive policy towards all pupils which reflects the diversity of our community and our school values. In addition to this, the school places equal importance on ensuring that no pupil's education and progress is impaired by the disability of another pupil.

The R.Y.A.N. Education Academy strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of pupils', employees and members of the school community, everyone is equally valued thus treats one another with respect. Pupils will be provided with the opportunity to experience, understand, value and embrace diversity.

The SEN Coordinator (SENCO), in collaboration with the head teacher and governing body, plays a key role in determining the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEN. The SENCO takes day-to-day responsibility for the operation of the SEN policy and coordination of the provision made for individual children with SEN, working closely with staff, parents and carers, and other agencies. The SENCO also provides related professional guidance to colleagues with the aim of securing high quality teaching for children with SEN.

The SENCO, with the support of the head teacher and colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children's needs, by monitoring the quality of teaching and standards of pupils' achievements, and by



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setting targets for improvement. The SENCO should collaborate with curriculum coordinators so that the learning for all children is given equal priority, and available resources are used to maximum effect. *(See SENCO Handbook - Section 2: The role of the SENCO for more details.)*

- In order to facilitate the needs of SEN children entering school, the SENCO will liaise with pertinent outside agencies, parents and previous educational providers to ensure that the pupil's needs can be addressed on admission *(This role will be taken on by the Head Teacher until such vacancy can be filled.)*
- The school ensures that money allocated through 'Pupil Premium' and the Audit system for SEN children is used solely for their benefit, to provide resources and support. There are on-going systems within the school to identify pupils who may need extra support.
- Through liaising with outside agencies suitable financial support will be sought for pupils with disability and special educational needs.
- To achieve our aims, the school has produced this Disability/Accessibility Policy. **The school community will:** -
 - Review the school's Disability Policy and Accessibility Plan at least every three years.
 - Make recommendations with a view to improving the accessibility of its education to pupils or prospective pupils with disabilities by means of reasonable adjustments.

COMPLAINTS PROCEDURE

The R.Y.A.N. Education Academy 'Complaints Procedure' entitles every pupil with a complaint to have that complaint dealt with, if necessary, by a senior member of staff i.e., Head Teacher; Deputy Head or teacher; who will deal with any complaint from a pupil with a disability. *(See Complaints Policy for detailed procedure)*

REVIEW AND EVALUATION



R.Y.A.N EDUCATION ACADEMY

"RESPECT YOUR ACHIEVEMENTS NOW"

Parents/guardians, staff and pupils meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success.

The success of the school's SEN Policy and provision is evaluated through:

- Monitoring of classroom practice by SENCo and subject teachers
- Analysis of pupil tracking data and test results, for individual pupils and for year groups
- Value-added data for pupils on the SEN register
- Monitoring of procedures and practice by the SEN Board of Governor three times a year
- Ensuring Quality First Teaching and ensuring there is Adaptive and Responsive teaching embedded throughout the curriculum.
- School self-evaluation
- Monitoring the quality of Pupil Profiles; Personal Development Progression Plan and review meetings
- Summative and Formative Assessments
- We embrace '*Culture Capital*' to meet the needs of diversity and equality
- The School Improvement Plan