



<b>Name</b>	<b>Special Educational Needs and Disabilities (SEND) Policy</b>
<b>Approved by</b>	<b>SSCC Committee</b>
<b>Policy Created</b>	<b>September 2017</b>
<b>Review</b>	<b>Yearly</b>
<b>Update Approved</b>	<b>September 2018</b>
<b>All policies are available to stakeholders either on the Academy website or upon request from the Academy's Main office.</b>	

## 1. Philosophy

1.1	At Co-op Academy North Manchester we believe that <b>every teacher</b> is a teacher of <b>every child or young person</b> including those with special educational needs and/or disabilities and we are committed to providing a high quality education for all of our students, including those with SEND.
1.2	<p>The key values and beliefs that underpin the Academy's SEND policy are:</p> <ul style="list-style-type: none"> <li>• Equal value and respect for all</li> <li>• Equal opportunity for all</li> <li>• Recognition of individual differences with special regard for young people with SEND</li> <li>• The development of skills for life through the provision of appropriate learning opportunities</li> <li>• A constant search for improvement in the quality of service provided to all young people including those with SEND</li> </ul> <p>Commitment to both the spirit and statutory requirements of legislation including partnership between students, parents/carers and professionals</p>
1.3	<p><b>Scope of the Policy</b></p> <ul style="list-style-type: none"> <li>• This policy applies to all young people in the Academy who have additional or special educational needs. The policy applies equally to all students and their families whatever their gender, ethnic origin, home language, religion, disability, or social circumstances.</li> <li>• This policy also has implications for all our partners in the SEND process e.g. partner Academies, governing bodies, parents/carers and both statutory and voluntary agencies.</li> </ul>

## 2. Aim

2.1	Our aim is to ensure that all of our pupils are able to access a broad and balanced curriculum, including those with SEND. We aim to achieve the best possible outcomes for our students and to foster the highest aspirations.
2.2	The SENDCo in the academy is Mrs Janet Lea who can be contacted on the school telephone number 0161 681 1592 or via school enquiries on enquiries@northmanchester.coop.

### 3. Objectives:

<b>3.1</b>	Our objectives are:
<b>3.1.1</b>	To identify and provide for pupils who have special educational needs and additional needs
<b>3.1.2</b>	To work within the guidance provided in the SEND Code of Practice
<b>3.1.3</b>	To operate a “whole pupil, whole academy” approach to the management and provision of support for special educational needs
<b>3.1.4</b>	To provide a Special Educational Needs and Disabilities Co-ordinator (SENDCo) who will work with the SEND Inclusion Policy
<b>3.1.5</b>	To provide support and advice for all staff working with SEND pupils
<b>3.1.6</b>	To provide support and advice for parents and families of children with SEND

### 4. Admission arrangements

<b>4.1</b>	Admission arrangements will not be used to refuse admission to a SEND pupil (see policy)
<b>4.2</b>	Facilities <ul style="list-style-type: none"> <li>The academy is based on a large site built in 2012. The site is therefore accessible to any person who requires a wheelchair or walking aid. There are disabled toilet facilities throughout and hygiene suites.</li> <li>The academy also has a dedicated Learning Support Unit.</li> </ul>

### 5. Identifying Special Educational Needs:

<b>5.1</b>	The SEND Code of Practice says a child has a learning difficulty if he or she:
<b>5.1.1</b>	Has a significantly greater difficulty in learning than the majority of others of the same age
<b>5.1.2</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
<b>5.2</b>	When determining if a child has SEND we will refer to the four broad categories of need as described in the SEND Code of Practice. These are; Communication and interaction, Cognition and Learning, Social, emotional and mental health difficulties and Sensory and/or physical needs
<b>5.3</b>	In addition to the four areas we will also consider what is not SEND but may impact on progress and attainment (including disability, attendance and punctuality, health and welfare, English as an Additional Language, pupil premium and children who are looked after).
<b>5.4</b>	Concerns related to a pupil’s behaviour will be recognised as an underlying response to need.
<b>5.5</b>	In determining if a pupil should be entered on to the SEND register the SENDCo will consider all of the information gathered from within the academy about the pupil’s progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.
<b>5.6</b>	Pupils will be entered onto the SEND register if:
<b>5.6.1</b>	Our quality first teaching and personalised learning approach through the APDR cycle is not enabling the student to make progress and subsequent testing confirms SEND

	<b>5.6.2</b>	Following transition from another school (either primary or an in-year admission) we have been advised that a student has SEND
<b>5.7</b>	Prior to admission to Year 7	
	<b>5.7.1</b>	Primary schools are required to pass on information on each of our prospective students, which may outline particular needs
	<b>5.7.2</b>	The SENDCo will organise visits to these pupils and additional transition days will be offered to ensure a smooth transition
	<b>5.7.3</b>	At the new-pupil intake evenings and Open Evenings, the SENDCo is available to speak with parents/carers.

## 6. Admissions during a keystage

<b>6.1</b>	During this time, information relevant to SEND may be made know or identified on screening and actions will be taken
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## 7. Universal Screening

<b>7.1</b>	We ensure that every pupil in Year 7 is screened at the start of the school year and that every child joining Co-op Academy North Manchester after this point is screened on entry. They are assessed to determine their reading age, spelling age and a current working level for numeracy.
<b>7.2</b>	Pupils subsequently highlighted as being below the expected level or who are already on the SEND register from KS2 will then be tested to provide full diagnostic feedback on their needs to their teachers. This may include dyslexia screening, and literacy or maths profiles. For students who display early signs of high level challenging behaviour, anxiety or withdrawal the Boxall profile and other means of testing elements of SEMH will be used. Children who are behind the expected levels in English and mathematics are not automatically designated as having Special Educational Needs but are provided with the teaching they need to make the progress required. It is only after a pupil persistently fails to make adequate progress and additional support is required that a pupil may be said to have SEN.

## 8. On-going Identification

<b>8.1</b>	Our academy is a data rich environment and the half termly data collection for all subjects is used to monitor the academic progress of every child. This process will highlight both emerging issues and the impact of any intervention. A weekly review of behaviour data highlights where students are displaying behavioural problems and the pastoral team will work closely with the SEND team to identify any potential underlying SEND.
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## 9. A Graduated Approach to SEN Identification and Support

<b>9.1</b>	Special educational provision is education or training provision that is additional to or different from that made generally for other children or young people of the same age by the Academy. We recognise that there is a continuum of special educational needs which should be reflected in a continuum of provision and that good practice in special needs goes to the very core of excellent learning and
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	teaching.
9.2	Teachers and additional adults 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. At Co-op Academy North Manchester high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.
9.3	We develop our teachers and additional adults to understand the needs of every child they teach, and to systematically and thoroughly review the progress each child is making.
9.4	Our teachers and additional adults are trained to understand the needs of each child in their class so that they can plan to meet those needs appropriately. For children with identified SEND this can mean adapting their teaching to ensure rapid catch up or in some cases simply ensuring that the child can access the curriculum fully.
9.5	We prioritise this training and have designed specific sessions for every teacher and relevant additional adult including those on the NQT and ITT programme. Our SLT Link for Inclusion provides bespoke whole school training to ensure that all teachers are able to meet the needs of the children in their classes. This includes, techniques for meeting the needs of dyslexic children and children with Moderate Learning Difficulties, de-escalating challenging behaviour and creating communication friendly classrooms.
9.6	We use the Graduated Approach to both identify and support pupils on the SEND register. This requires initial use of classroom and school resources to support the areas that the pupil needs support in, for many pupils, differentiation in the classroom supports them to progress.
9.7	<p><b>Assess</b></p> <p>Teachers may conclude that the strategies they are currently using with a student are not resulting in the student learning as effectively as possible. In these circumstances, they will consult the SENCO to consider what else might be done. The starting point will always be a review of the strategies being used and the way in which these might be developed.</p> <p>Evaluation of the strategies in place may lead to the conclusion that the student requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate.</p> <p>There should not, however, be an assumption that all students will progress at the same rate. Adequate progress can be defined in a number of ways. It might, for instance, be progress which closes the attainment gap between the student and the student's peers, prevents the attainment gap growing wider, is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers, matches or betters the student's previous rate of progress, ensures access to the full curriculum, demonstrates an improvement in self-help, social or personal skills, demonstrates improvements in the student's behaviour, is likely to lead to participation in further education, training and/or employment.</p> <p>When considering whether a student has a special educational need and requires SEN Support, any of the following may be evident:</p> <ul style="list-style-type: none"> <li>• the student makes little or no progress even when teaching approaches are targeted at an identified area of weakness;</li> <li>• a student shows signs of difficulty in developing literacy or mathematics skills which results in poor attainment in some curriculum areas;</li> <li>• a student continues to experience significant social or emotional difficulties which are not ameliorated by appropriate pastoral support strategies;</li> </ul>

	<ul style="list-style-type: none"> <li>• a student has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;</li> <li>• a student has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriately differentiated curriculum.</li> </ul>
<b>9.8</b>	<p><b>Plan</b></p> <p>At SEN Support, staff, SENCO, the student and parents/carers will work together in a four part cycle, through which earlier decisions and actions are revisited and revised with a growing understanding of the student's needs and of what facilitates the student in making good progress and securing good outcomes.</p>
<b>9.9</b>	<p><b>Do</b></p> <p>An Access to Learning Plan will contain a student contribution with suggestions about what strategies they find helpful as well as clearly identifying the areas of need, the support and resources provided, and any teaching approaches that are required. The plan will be discussed and shared with parents/carers to reinforce learning at home. Where appropriate, the Access to Learning Plan will detail the support from other agencies and how this will support the student in achieving the desired outcomes. The student's subject and pastoral teachers will remain responsible for working with the student and for planning, delivering and monitoring any individualised programme.</p>
<b>9.10</b>	<p><b>Review</b></p> <p>There will be a review of individual access to learning plans on an annual basis. This review will evaluate the impact and quality of the support and interventions and include the views of the student and their parents/carers. Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate, other agencies will be asked to contribute to this review. This review will feedback into the analysis of the student's needs, then the class teacher, working with the SENCO, will revise the support in light of the student's progress and development, with decisions on any changes made in consultation with the parent and the student. Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist external agency.</p>
<b>9.7</b>	<p>These are the four distinctive ways in which we as an academy are dedicated to supporting pupils with SEND:</p> <ul style="list-style-type: none"> <li>• Early identification</li> <li>• High quality teaching</li> <li>• High impact intervention</li> <li>• Review and Response</li> </ul>

## 10. Managing the Needs of Pupils on the SEND Register

<b>10.1</b>	The APDR cycle takes place every six weeks
<b>10.2</b>	Targets are set for each pupil on the SEND register and shared with staff through the pupil's individual plan
<b>10.3</b>	Data for each student is reviewed by the SENDCo and key worker and targets are adjusted accordingly
<b>10.4</b>	Teachers hold the responsibility for evidencing progress according to the outcomes described in the pupil's plan but the SENDCo and appropriate key workers are responsible for reviewing the overall progress made by the SEND pupil

<b>10.5</b>	Should the pupil be making good progress and have met the targets on their plan over an agreed period of time the SENDCo may decide, in agreement with the pupil's parents, to remove them from the SEND register
<b>10.6</b>	In a small minority of cases when high quality teaching and additional provision are still not supporting a child in making progress the child may have special educational needs of a severity or complexity, which require an <b>Education Health and Care Plan</b> . The SENDCo will utilise the graduated approach to evidence this and apply for an EHCP.
<b>10.7</b>	We will always consider factors which are not necessarily classed as SEND but which may impact on progress: <ul style="list-style-type: none"> <li>• Attendance and punctuality</li> <li>• Overall health, welfare</li> <li>• English as an additional language (EAL)</li> <li>• Being LAC or previously LAC</li> <li>• Being in reception of the PP+ grant</li> </ul>

## 11. Pupils with Education Healthcare Plan

<b>11.1</b>	Section F of the EHC plan specifies the special educational provision required by the young person in order to ensure it meets their needs and will help them to achieve their desired outcomes. The local authority must make sure this support is provided. The academy will have been involved in the development or review of the EHC plan to determine what can be provided from within the academy's own resources and what will require additional external expertise or further funding from the local authority.
<b>11.2</b>	Some of the provision specified may be procured by the child's parent or the young person using a Personal Budget, including by a direct payment. Where a direct payment is to be used to deliver provision on the school premises, the local authority must seek the agreement of the academy for this arrangement through a formal written notice.
<b>11.3</b>	Local authorities have a duty to review EHC plans <b>at least every twelve months</b> , and the academy must co-operate in these reviews. Reviews must focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan and must also consider whether these outcomes and supporting targets remain appropriate.
<b>11.4</b>	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 and the plan is likely to be ceased within the next 12 months, the annual review should consider good exit planning.
<b>11.5</b>	The local authority can require a maintained school, non-maintained special school, academy, alternative provision academy, PRU school or independent school approved by the Secretary of State under Section 41 of the Children and Families Act 2014 to convene and hold the review meeting on their behalf. In most cases, reviews should normally be held at the educational institution attended by the child or young person.
<b>11.6</b>	Reviews are generally most effective when led by the educational institution. They know the child or young person best, will have the closest contact with them and their family and will have the clearest information about progress and next steps. Reviews led by the educational institution will engender the greatest confidence

amongst the child, young person and their family
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## 12. Supporting Students and Families

<b>12.1</b>	At Co-op Academy North Manchester we believe that the best outcomes are achieved where the Academy and its parents/carers work in partnership. To support this aim the Academy will:
<b>12.1.1</b>	Promote mutual respect as the basis for communication between the Academy and families. This should include sensitivity to family's needs, desires and understanding and allow an open and honest relationship to develop.
<b>12.1.2</b>	Work closely with parents/carers to ensure they understand the special educational needs their child has including the implications of these needs, how the Academy will support the child and what they can do to support the child at home.
<b>12.1.3</b>	Communicate regularly with parents and carers informing them of progress, any concerns which arise and any process requirements such as annual reviews and encourage families to be actively involved in relevant training/planning appropriate to their child's needs
<b>12.1.4</b>	Ensure that all communication is in an accessible form.
<b>12.1.5</b>	Ensure parents and carers are aware of other support available for their child and additional sources of help and information, for example, voluntary organisations and childcare information services through Manchester's Local Offer.
<b>12.1.6</b>	Provide opportunities for mediation and discussion where necessary.
<b>12.1.7</b>	Meet parental/carer preference for an Academy place subject to the requirement that the individual child's special educational needs can be met; that the education of other young people will not be adversely affected and that resources are efficiently used.
<b>12.1.8</b>	Ensure that assessment and review processes seek and take account of the parents/carers and child's views wherever possible.
<b>12.1.9</b>	Value families as the prime educators of their children and recognise that families have valuable knowledge of their child, which service providers should encourage them to share.
<b>12.1.10</b>	Support parents and carers through transition periods e.g. primary to secondary and secondary to FE.

## 13. Supporting Pupils at School with Medical Conditions

<b>13.1</b>	At Co-op Academy North Manchester we recognise that pupils at 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 have medical needs in addition to SEN and where this is the case the school will comply with its duties under the Equality Act 2010.
<b>13.2</b>	Please see the 'Supporting Pupils with medical Needs in the Academy' Policy for further details.

## 14. Monitoring and Evaluation of SEND Provision

14.1	<p>At Co-op Academy North Manchester SEND provision is reviewed on a regular basis through:</p> <ul style="list-style-type: none"> <li>• Lesson observation</li> <li>• Data and progress reviews through the APDR cycle</li> <li>• Student, parent and staff voice activities</li> <li>• Annual review meetings</li> <li>• Parent Evenings</li> <li>• Quality assurance of interventions and external provision</li> <li>• Line management meetings and reporting to governors</li> <li>• Monitoring by external reviewers/consultants</li> <li>• Monitoring of attendance/behaviour/assessment data</li> </ul>
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## 15. Training and Resources

15.1	SEND provision is funded through the notional SEND budget initially and any additional funding attached to the child is planned for in liaison with the child's parents/carers.
15.2	Staff training needs are identified through rigorous monitoring and evaluation of SEND provision, performance management of the SEND team, skill and knowledge audits and in response to the specific needs of the student population.
15.3	All teachers and support staff undertake induction on taking up a post at Co-op Academy North Manchester 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.
15.4	The Academy's SENDCo regularly attends SENDCo network meetings in order to keep up to date with local and national updates in SEND and is a member of Nasen.

## 16. Roles and Responsibilities

16.2	<p><b>Principal</b> The Principal is responsible to the Governors for formulation of a whole school policy regarding SEND, ensuring that Manchester's SEND Policy is complied with, keeping governors informed of SEND issues, negotiating with the LA regarding SEND issues and ensuring that the academy is fulfilling its responsibilities as defined by the Code of Practice.</p>
16.3	<p><b>SENDCo: Janet Lea</b> The SEND Coordinator has overall responsibility for aspects of the SEN Policy. Parents and external agencies should contact her in the first instance to discuss concerns regarding a pupil's SEND Coordinator necessarily has to liaise with both Academic and Pastoral staff and external agencies (including Northridge Outreach Team, Lancasterian Outreach Team and other SEND support services, CAMHS, health and social services and voluntary bodies) and has a whole school responsibility. She will ensure that information regarding individual pupils learning needs will be kept in the SEND Register which can be referred to by all school staff and Support Services. The SEND Coordinator convenes and writes Annual Reviews and reports for the LA and other agencies</p>

16.4	The SENDCo Coordinates SEND support and training throughout the academy and monitors the identification of SEND pupils, ensures provision is put in place for SEND students and monitors the impact of said provision. This involves managing a range of resources, human and material, including individual and group education plans linked to young people with special educational needs.
16.5	<b>Vice Principal:</b> (Personal Development, Welfare and Safeguarding) Leads on inclusion and line manages the SENDCo and strategic overview of SEND provision including drawing up the document for Governors which outlines the impact of SEND spend, in line with external and OFSTED requirements.
16.6	<b>Assistant Vice Principal:</b> (Behaviour) Leads on behaviour and safeguarding ensuring that there is a strong link between the pastoral and SEND teams
16.7	<b>SEND Teaching Assistants:</b> The Teaching Assistants' main function is direct support for pupils and the academy's SEND provision. They are responsible to the SEND Coordinator who devises their timetables according to the priorities identified in the SEND Development Plan. They provide mainly in-class support as well as a small amount of specialised support through withdrawal, tutorial and monitoring support, and run intensive Y7 and 8 programmes to target literacy and numeracy each morning before the start of the school day. They also work on mental health/social skills targets alongside the SENDCo and Academy counsellor. The TAs have specialisms which reflect their experience, expertise and training.
16.8	<b>SEND Link Governor: (Mr Mark Robinson-Field)</b> Ensures high quality SEND provision at the academy through challenge and support. The governing body and its named SEND governor's responsibilities to pupils with SEND include – ensuring that the provision of a high standard is made for SEND pupils and that SEND pupils are fully involved in academy activities. They should be fully involved in developing and subsequently reviewing SEND policy. This will also offer challenge on the allocation of resources for the academy's devolved/delegated budget.

## 17. Complaints

17.1	The academy responds to all complaints in line with our general complaints procedure.
17.2	If parents/carers of a student in SEN concern or complaint, the Principal will (assuming the complaint is not about the SENDCo) ask for the SENDCo to arrange a meeting who will then deal with the matter in line with the policy.
17.3	If the complaint is regarding the SENDCo, then the Principal will include the Vice Principal or Senior Vice Principal.
17.4	If the complaint cannot be resolved informally, then the Principal will look to the formal process, as outlined in the Complaints Policy.

## 18. Linked Policies

18.1	The Special Educational Needs and Disability Policy is part of the Academy's Inclusion Policy and should be viewed in conjunction with other Academy policies, in particular the policies for Teaching and Learning and Behaviour for Learning policy. This policy has been updated in response to the Students and Families Act 2014 and the SEND Code of Practice 0-25 and has due regard to legislation,
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	including, Health and Social Care Act, Equality Act and the Mental Capacity Act.
<b>18.2</b>	The Academy's SEND Information Report also contains further details of SEND provision.

## **19. Compliance**

<b>19.1</b>	<p>This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (date 2014) 3.65 and has been written with reference to the following guidance and documents:</p> <ul style="list-style-type: none"> <li>• Equality Act 2010: advice for schools DfE</li> <li>• SEND Code of Practice 0 – 25</li> <li>• Schools SEND Information Report Regulations</li> <li>• Statutory Guidance on Supporting pupils at school with medical conditions April</li> <li>• The National Curriculum in England</li> <li>• Safeguarding Policy</li> <li>• Accessibility Plan</li> <li>• Teachers Standards</li> </ul>
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