

ACES Academies Trust

Aspiration, Creativity, Excellence, Success



Policy Statement

on

SENDA

Drawn up by: R Bierton (Director of SEND)

Date: March 2019

Date adopted by Board:

SENDA policy – ACES Academies Trust

Introduction

This policy is drawn up in accordance with the planning duty in the Disability Discrimination Act, 1995, as amended by the SEN and Disability Act 2001 (SENDA) and the Equality Act 2010. Our Trust adheres to the guidance in the SEND Code of Practise 2016, in relation to provision and processes that we use.

The DDA act defines disability as a physical or mental impairment which has a “substantial and long term adverse effect on (the individual’s) ability to carry out normal day to day activities”. Special Educational Needs (SEN) refer to any circumstances resulting in an individual pupil requiring additional or different help in order to take full advantage of the educational opportunities offered to pupils of the same age. These difficulties include physical, emotional, behavioural and specific and moderate learning difficulties and can also refer to gifted and talented pupils.

The acts themselves requires schools to examine all aspects of their provision of educational and associated services and to ensure that appropriate responses are made to meet the needs of those with disabilities or special needs. ACES Academies Trust is wholly guided by these principles in planning and designing its educational provision and is committed to ensuring that all pupils have equal access to learning and to the curriculum.

Documents in support of this policy are (for each school in the Trust):

- Admissions policy
- SEND Policy
- SENDA Accessibility Plan
- SEN Information Report

1. Admissions and Special Needs

- a. The aim of the policy is to promote equality of opportunity for all and to ensure that no-one is discriminated against because of their gender, race, ethnic or national origins, nationality, colour, background, political or religious beliefs, age, sexual orientation, family responsibilities, or disabilities.
- b. At ACES Academies Trust we welcome all children who can make the most of the opportunities that we offer and can flourish in the caring environment of our Schools.
- c. Treating every child as an individual is important to us, and we welcome pupils with special educational needs, providing that our SEND Department(s) can provide them with the support that they require.
- d. The school(s) must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of his or her potential and in line with the general standards achieved by the pupil’s peers, so that there is every chance that the pupil will have a complete, happy and successful school career and emerge a confident, well-educated and well-rounded adult with a good prospect of a satisfying life. These criteria must continue to be met throughout the pupil’s time at schools within ACES Academies Trust.

- e. We advise parents of children with special educational needs to discuss their child's requirements with the School(s) at the time of application and before he or she visits so that we can make adequate provision for him/her.

This policy also applies to our Nursery, Early Years Foundation Stage provisions and after school care within our Trust.

1. On Entry

- a. Each child with a special educational need requires special consideration and treatment. If appropriate, adjustments will need to be put in place. We will discuss thoroughly with parents and their medical or educational advisers the adjustments that can reasonably be made for their child once they have accepted the offer of a place and before the child becomes a pupil within our Trust.
 - b. Our SEND Department(s) provides support to children with a specific learning difficulty in the following areas: Dyslexia, Dyspraxia, ASD, other Specific Learning Difficulties (SpLD) and some Moderate Learning Difficulties (MLD) and those for whom English is not their first language (EAL).
Our schools offer places to pupils who have other difficulties such as physical disabilities, motor co-ordination problems, visual impairment, auditory impairment, ADD/ADHD and emotional or mental health problems. *Suitability of the structure of each school buildings and their limitations for each pupil has to be considered in this context.* This is carried out in consultation with each pupil, with parents and with any appropriately qualified person.
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3. Monitoring and Review

- a. We can arrange for pupils with identified or suspected learning difficulties to be assessed by a specialist so that we can identify the areas that require support. The provision that is provided in each of our school as a result of this is outlined in their SEND Policy and is in line with the statutory requirements of the SEND Code of Practise 2016,
 - b. Our SEND Department(s) will prepare a Pen Portrait for each child, which may include setting achievable targets. These are reviewed regularly using the 'Assess, Plan, Do Review' format.
 - c. Pupils with Education and Health Care Plans (EHCP) in place will have at least an annual review where statutory outcomes are reviewed and updated.
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4. Physical Accessibility

- a. The School(s) Accessibility plan will run for a duration of 3 years and they will be subject to annual review. The School(s) Accessibility plan covers the three strands of the planning duty identified in SENDA:
 - 1. Increase the extent to which disabled pupils can participate in the school curriculum;

2. Improve the physical environment of the School (s) to increase the extent to which disabled pupils can take advantage of education and associated services;
3. Improve the delivery to disabled pupils of written information that is provided to pupils who are not disabled.

The school(s) will raise awareness of the definition of disability on an on-going basis. This will be done with pupils as part of the core curriculum by individual departments and may form part of curriculum, form time or PSHE lessons. Staff will be given regular on-going training on disabilities to raise awareness. This will take the form of INSET, twilight training or information dissemination as appropriate.

These disabilities may not involve pupils on the SEND register but may have a medical condition such as diabetes, severe asthma, epilepsy, chronic fatigue syndrome or a mental health condition.

5. Participation

At ACES Academies Trust we strive to ensure disabled pupils have access to the curriculum by continually reviewing and identifying our areas of strength and barriers to provision. Some areas of the curriculum present particular challenges, for example PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, however the school has a duty under SENDA to ensure that less favourable treatment does not occur in the following areas:

1. Curriculum
2. Teaching and Learning
3. Timetabling, classroom and school organisation and setting
4. Homework
5. Serving of school meals
6. Interaction with peers, extra-curricular clubs and activities
7. Assessment and exam arrangements
8. School discipline
9. Exclusion / Suspension procedures
10. Preparation of pupils for their next phase of education

All of these are bound by the limits of reasonable adjustment as detailed in the DDA, 2005.

The ACES Academies Trust SEND provision, teaching and learning support, assessment and examination arrangements provision are the responsibility of the Director or SEND and the Senior Leadership Team in each school. Further details for each school in our Trust can be found in their SEND Policy. We endeavour to ensure that all subjects are available to each pupil but do on occasions allow a modified curriculum (such as the omission of a foreign language) in response to the needs of an individual's learning profile.

We also maintain the Bromcom database to include pupils with disabilities and SEN.

6. Other adjustments

We are able, depending on need and following the advice and recommendations of an Educational Psychologist, appropriately qualified assessor, or Occupational Therapist, to arrange for children to use laptop computers in classes.

7. Staff Teaching Support

Our Teaching Staff receive support for the learning needs of children with special education needs and disabilities when appropriate.

8. Review

ACES Academies Trust is committed to reviewing annually both admission procedures and policies and issues of access to learning to ensure that a *continuous responsibility* is exercised. Other areas of policy and provision will also be reviewed with SENDA in mind.

9. Claims of unlawful discrimination

Any claim of unlawful discrimination under SENDA must come from the parent not the child. In the first instance the complaint should be made to the school and follow the school's complaints procedure. However, parents have the right to refer a complaint to a Special Educational Needs and Disability Tribunal which would be heard by Health, Education and Social Care (HESC) Chamber in a First-Tier Tribunal. This must be within six months of the date that they believe unlawful discrimination has taken place.