



Darlinghurst

ACADEMY

Special Educational Needs and Disabilities Policy (SEND)

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Special Educational Needs and Disabilities (SEND) at Darlington Academy

Darlington is a fully inclusive academy which strives to ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, physical ability and educational needs. This document is intended to give you information regarding the ways in which we ensure that we support our pupils SEND, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as we are continually developing and updating these in order to meet the ever changing needs of our children. Further details can be found in our Local Offer and our Information Report.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity, particularly for some of our younger children for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their academic career, may experience difficulties which affect their learning, and that these may be long or short term.

At Darlington we recognise that many children will have been impacted by the Coronavirus pandemic. Whilst this may not necessarily be recorded as a special educational need they will be supported to improve their social and emotional wellbeing as well as any resulting mental health issues.

Definition of Special Educational Needs & Disability

Children may have a disability or a special educational need if they have a **learning difficulty and or disability** that calls for *additional provision* to be made for them. Children must not be regarded as having a learning need solely because the language or form of language of their home is different from the language in which they will be taught.

Children have a *learning need* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (LA)

Special education provision is educational or training provision that is **additional to** or **different from** that made generally available for other children of the same age.

Policy Aims

This document details how the academy will do its best to ensure that the necessary provision is made for any pupil who has a SEND and how those needs are made known to all who are likely to teach them. The academy will use its best endeavours to ensure that all staff in the academy are able to identify and provide for those pupils who have SEND, to allow them to join in the activities of the academy together with their peers, so far as is reasonably practical and compatible with the efficient education of other pupils with whom they are learning.

At Darlington we aim to include all pupils in every aspect of academy life. For some children with SEND some of the strategies used may include:

- having high expectations of all pupils
- finding ways in which all children can take part in the full curriculum
- planning out-of-school activities including trips and excursions so that children with SEND can participate
- setting an admissions policy and criteria which does not discriminate
- planning the physical environment of the academy to cater for everyone
- raising awareness of SEND amongst **all** staff

- providing written information for children with SEND in a form which is user friendly
- using language which does not offend in all its literature and making staff and pupils aware of the importance of language
- Learning outside the classroom to support the development of Social and Emotional needs

The academy will have regard to the **Special Educational Needs and Disability Code of Practice 2015** (and any subsequent updates) when carrying out its duties toward all pupils with SEND. The academy recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with SEND will be treated as partners and supported to play an active and valued role in their child's education.

Children and young people with SEND often have a unique knowledge of their own needs, consequently at Darlington we strive to ensure that their views about what sort of help they would like to enable them to make the most of their education will be ascertained. Together with their parents they will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

At Darlington Academy we recognise our duty under the Equality Act 2010. The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment. It is unlawful for a school or other education provider to treat a person with a disability unfavourably. Such treatment could amount to:

- direct discrimination
- indirect discrimination
- discrimination arising from a disability
- harassment

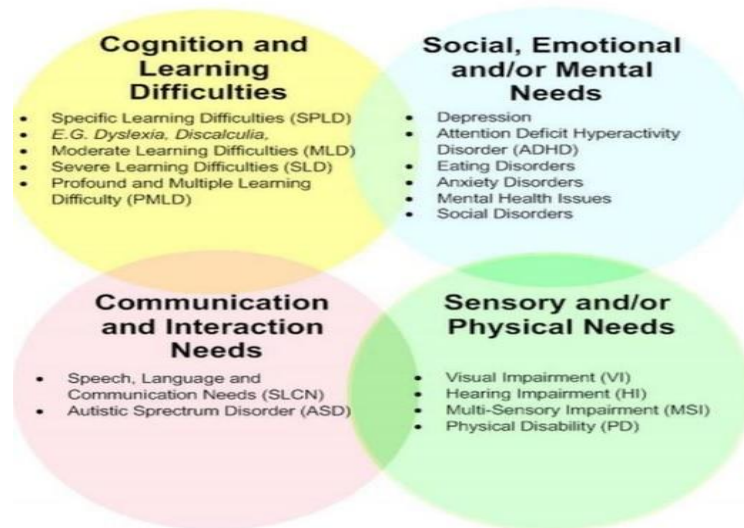
At Darlington Academy we do not treat disabled pupils less favourably and always take reasonable steps to avoid putting disabled pupils at a substantial disadvantage under our 'reasonable adjustment' duty.

Academy Objectives

- Promote special educational provision for all children who have special educational needs or a disability
- Support a partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education
- Involve the child in the decision making about his/her special educational provision.
- Offer a whole academy approach towards the provision of an effective education for pupils with SEND, which is endorsed enthusiastically by all
- Promote equal opportunities for all pupils to engage in a broad and balanced curriculum
- Ensure that the success of all pupils is celebrated.

The academy will carry out its best endeavours to meet the needs of children with the following SEND categories:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical
- Medical.



Procedures for Special Educational Needs and Disabilities

- All pupils are regularly assessed and tracked with targets set by staff. Quality first teaching ensures most pupils access the curriculum and are able to progress.
- SEN Support – Parents/carers and pupils (wherever possible) are consulted, alongside other professionals and outside agencies where appropriate, and together an Individual Support Plan (ISP) will be compiled, collaboratively.
- Education Health and Care Plans (EHCP) - For pupils whose needs cannot be met at SEN Support and who are working on the lowest percentiles will be considered for an EHCP. Appropriate agencies will be consulted and, where appropriate, a request will be made to the Local Authority.
- Pupils with disabilities – We will liaise with outside agencies and follow their recommendations making reasonable adjustments. Please refer to the Accessibility Plan for further information on disabilities. The views of all those involved will be sought, including the parents/carers and pupil, where appropriate.

Access to a broad and balanced curriculum

- Pupils with SEND are taught within the mainstream classroom whenever possible. Some small group withdrawal work may occur where this is appropriate.
- All pupils have full access to the environment, resources, staff and activities throughout the academy.

Working with other organisations

- The academy will seek the advice of appropriate professionals and organisations and work closely with them to ensure the most appropriate support in the best interests of the child.
- The academy will liaise closely with all interested parties where a pupil is transferring to the academy, or transferring away from the academy.

Other useful documents such as the Accessibility Plan, The Academy Offer, (Local Offer) SEN Information Report and Promoting Positive Behaviour Policy are also available on the school website. If you would like any further information about what we offer here at Darlinghurst Academy please do not hesitate to contact our Inclusion Leader, Tracy Grant, using generalenquiries@darlinghurstacademy.org.uk.

Arrangements for parental concerns and complaints concerning the SEND provision:

- Due to the sensitive and emotive nature of SEND, complaints about SEND provision should be addressed to the Inclusion Leader or Principal who will meet with the parents/carer to discuss the situation
- If this does not resolve the issue then the complaint should pass to the first level of the general complaints procedure
- The Local Authority will provide independent mediation and dispute resolution for parents/carers and young people on request. Mediation arrangements will be provided

for parents/carers and young people before a possible appeal to the Tribunal. Local Authority disagreement resolution arrangements cover all children and young people with SEND, not just those who are being assessed for or have an Education Health and Care Plan.

Who can I contact for further information about SEN?

Please contact our Inclusion Leader, Mrs Grant, if you have further questions.

Additional information on what is available from our Local Authority, Southend City Council, can be found at www.livewellsouthend.com

Reviewed September 2022