

Emerson Park Academy



POLICY ON IDENTIFYING AND PROVIDING FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Mr J Luff
Chair – Board of Directors

Reviewed by Board of Directors on: November 2025
Next Review: November 2028

GUIDING PRINCIPLES

All our students have the right to an education which is appropriate to them as individuals. As far as possible, therefore, it is our aim to minimise the difficulties that students will experience. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum.

Three principles for inclusion

- *Setting suitable learning challenges* - We aim to give every student the opportunity to experience success in learning and to achieve as high a standard as possible.
- *Responding to students' diverse learning needs* - We take into account the different backgrounds, experiences, interests and strengths which influence the way in which students learn when we plan our approaches to teaching and learning.
- *Overcoming potential barriers to learning and assessment for individuals and groups of students* - We recognise that a minority of students will have particular learning and assessment requirements that will create barriers to learning if we do not address them through special arrangements.

In making provision for students with special educational needs and disabilities our policy objectives are:

- To ensure that our duties, as set out in the Equality Act 2010, are fully met to enable students with special educational needs and disabilities to join in the normal activities of the school along with students who do not have special educational needs.
- To ensure the school has an Accessibility Plan in line with statutory guidelines.
- To ensure that all students gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs.
- To identify the needs of students with disabilities and/or special educational needs (SEN) as early as possible.
- To use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our students.
- To provide a graduated approach in order to match educational provision to students' needs.
- To develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children.
- To take into account the ascertainable wishes of the children and young people concerned and, involve them in decision making in order to provide more effectively for them.
- To make reasonable adjustments to enable children and young people with disabilities to access the whole school curriculum, including school trips and out of school hours activities and learning.
- To ensure effective collaboration with Local Authority (LA) services, health services and social care in order to ensure effective action on behalf of students with special educational needs and disabilities.

- To ensure that all staff are aware of their responsibilities towards children and young people with special educational needs and are able to exercise them.
- To carry out the above promptly and with sensitivity in order to avoid embarrassment or further disadvantage to the children and young people we are seeking to help.

ROLES AND RESPONSIBILITIES

In attempting to achieve the above objectives, the Directors, the Head Teacher and the staff will take all reasonable steps within the limit of the resources available to fulfill the requirements outlined in this policy document.

Directors will fulfill their statutory duties towards students with special educational needs as prescribed in sections 66 to 69 of the Children and Families Act 2014. In order to do this, they will develop and monitor the school's SEND policy and Accessibility Plan and ensure provision is an integral part of the Academy Development Plan. All governors, with the SEND director taking the lead, will be knowledgeable about the Academy's SEND provision, including how funding, equipment and personnel are deployed. The directors will monitor the quality of SEND provision and ensure all staff are appropriately trained and qualified.

The Head Teacher has overall responsibility for the day-to-day management of SEND provision and the Accessibility Plan. He will work closely with the Academy's SEND coordinator (SENCo) and will keep the directors fully informed about the working of this policy, taking account of the requirements listed by OFSTED in the Handbook for the Inspection of Schools. He will encourage all members of staff to participate in training to help them to meet the objectives of this policy including that the SENCo achieves the statutory requirements for the performance of her duties.

The Special Educational Needs Co-coordinator (SENCo)

SENCo: Miss T Johnson

The SENCo is a qualified teacher and has achieved or working towards the National Award for SEN Coordination NPQSENCO.

The SENCo will be responsible for:

- The day-to-day operation of this policy
- Coordinating provision for students with SEND by working closely with staff, parents/carers and other agencies
- providing professional guidance to colleagues with the aim of securing high quality teaching
- monitoring the quality of teaching and standards of students' achievement, and by setting targets for improvement
- collaborating with curriculum coordinators to ensure learning for all children is given equal priority
- ensuring that proper records are kept
- contributing to the in-service training of staff
- using available resources to maximum effect

All staff should be fully aware of the contents of this policy and, in particular, of the procedures described below. Appropriate in-service training will be made available.

The Responsible Person: Miss T Johnson

The Academy has informed the LA that, when the LA conclude that a student at the Academy requires an Education, Health and Care Plan, they should inform Miss T Johnson who will ensure that whoever teaches the student knows about his/her special educational needs or disabilities.

SEND Link Director: Ms S Munir

The SENCo and Head Teacher will meet regularly with the SEND Link Director to ensure that students with SEND are fully supported and that statutory obligations are met.

ADMISSIONS

The Academy aims to meet the needs of any student whom the parent wishes to register at the Academy as long as a place is available and the admission criteria are fulfilled. This includes students with disabilities who we anticipate might attend. The currently agreed admissions policy of the Directors makes no distinction with regard to students who have SEND. No student can be refused admission solely on the grounds that s/he has SEND, except where the student is the subject of an Education, Health and Care Plan under the Children and Families Act 2014 and the Local Authority has indicated that the provision required is incompatible with that available at our academy.

Where a student due for admission is known to have special educational needs, the SENCo will gather appropriate information from any school the student has been attending and from other agencies known to have been involved. The donating school is responsible for providing this information.

SPECIAL FACILITIES

The Academy continues to try to improve our provision of disabled facilities. We have a medical room and disabled toilet facilities with wheelchair access, and a meeting room for liaison with the School Nurse. Special arrangements are made for students with injuries where possible, so that they can attend school. Markings on stairs are in line with guidance for students with a visual impairment.

Currently we do not have wheelchair access to the whole building. At present, a limited number of areas are accessible, e.g., the school hall, but numerous sets of steps preclude access to most other areas of even the ground floor. There is a lift in the new Humanities block.

The Academy has a designated SEND/Additional Needs area (iClass) with one main teaching room with ICT facilities. Computers are available for students with a visual impairment.

RESOURCES

When the Directors approve the Academy's budget, consideration will be given to the resources allocated to meeting special educational needs. The annual report to parents will include this information. The Head Teacher will manage the allocated funds and will ensure that the best use is made of these resources through provision mapping. It is now a mandatory requirement that schools fund up to the first £6,000 of any SEND support required by a young person.

STAGES OF INTERVENTION AND PROVISION

Access to the Academy's broad and balanced curriculum is achieved for students by differentiation of work by teachers through Quality First Wave One teaching. Students falling just below national expectations will usually benefit from Wave Two catch-up programmes. When a student is consistently and significantly falling behind normal expectations, Wave Three interventions will be implemented (SEN Support).

SEN Support

This follows an ASSESS, PLAN, DO, REVIEW model of graduated intervention.

- 1) An important feature of SEN Support is the collection of all known information about the student and that those in regular daily contact with the student should attempt to deal with the concerns raised. When a teacher, member of the pastoral team or SENCo identifies a student with special educational needs they will provide interventions ADDITIONAL TO or DIFFERENT FROM those provided as part of the Academy's usual differentiated curriculum offer. Consideration will be given when setting homework that it is also differentiated according to the student's speed of working.
- 2) The triggers for intervention will be concerns about the individual student who, despite receiving differentiated learning opportunities:
 - makes little or no progress;
 - shows signs of difficulty in developing literacy and numeracy skills that result in significantly poor attainment in line with Borough Guidance;
 - persistent emotional difficulties which continue despite management techniques generally used in the school;
 - has significant sensory or physical problems that impact on his/her ability to learn;
 - has communication and/or relationship difficulties which continue despite differentiated approaches to the curriculum.
- 3) The parents/carers of the student will be informed as soon as concerns emerge and will be consulted with by appropriate staff, and the views of the student sought. This initial contact may be through the student's form tutor or head of year.
- 4) All information about the student from within the school, together with any additional information from the parents/carers will be considered.
- 5) The SENCo will undertake further assessment of the student as appropriate and may use outside specialists to enhance the provision being made.
- 6) The SENCo will facilitate the collection of all available information about the student. Information will be collected from:

- within the school, using pastoral systems and identified link staff working in departments and faculties;
 - progress tracking information;
 - parents/carers and the student.
- 7) The SENCo will take the lead in planning future support for the student, monitoring and reviewing the action taken.
 - 8) The student's subject and pastoral teachers will be responsible for working with the student on a daily basis and for planning and delivering an individualised programme.
 - 9) The SENCo will co-ordinate the planning of an Individual Plan (IP) and set targets in discussion with appropriate staff, the child or young person and parents.
 - 10) All staff will be involved in providing further help to students. The arrangements for recording IPs should be planned and agreed with all staff and endorsed by senior management.
 - 11) The IP will be discussed with the student and parents.
 - 12) The IP will be reviewed on a termly basis.
 - 13) The student and parents will take part in the review process and will be involved in setting further targets. Subsequent IPs will reflect strategies to meet the student's needs and show a graduated response to those needs.
 - 14) A request for additional advice from external services may be made at this stage. It is anticipated the decision to seek further advice will be taken by the SENCo in consultation with teaching staff, parents and student.
 - 15) Specialist assessment arrangements may need to be made and the Child & Community Psychology Service involved at this time.
 - 16) Progress may be such that the student is no longer giving cause for concern and can revert to being subject to the usual differentiated curriculum available to all students.
 - 17) A statutory assessment may be sought from the Local Authority If the student is already receiving at least £6000 of support and any student premium to which they are entitled **and** s/he:
 - continues to make little or no progress in specific areas over a long period of time;
 - continues working at National Curriculum levels substantially below that expected of students of a similar age;
 - continues to have difficulty in developing literacy and numeracy skills;

- has emotional difficulties, which substantially and regularly interfere with his/her learning, or that of the class, despite having an individualised management programme;
- has sensory and/ or physical needs, and requires additional specialist equipment, and/or regular advisory visits from an outside agency;
- has ongoing communication or relationship difficulties, which impedes social development and acts as a barrier to learning.

School Request for a Statutory Assessment

The SENCo will again take a leading role and will provide information including:

- the Academy's action through Assess, Plan, Do, Review cycles;
- individual progress plans for the student;
- records of regular reviews for at least a twelve-month period;
- an individual provision map;
- the student's health, including a medical history where relevant;
- tracking of progress in National Curriculum levels;
- attainments in literacy and numeracy;
- educational assessments from an advisory specialist support teacher or educational psychologist;
- views of the parent/carer and child;
- involvement of other professionals;
- involvement of the social services or education welfare services;
- student attendance details;
- recent hearing and vision checks.

Where there is agreement to proceed, the LA will take the lead in assessing and determining the provision that must be made to meet the student's special educational needs. The Academy's role here is to continue to support the student and this remains the case if the LA decides not to draw up an Education, Health and Care Plan following an assessment.

Education, Health and Care Plan

If the LA does draw up an Education, Health and Care Plan then the Academy's role is as follows:

- 1) The Head Teacher/SENCo will implement the recommendations.
- 2) Short-term targets will be set and reviewed at least three times a year. The strategies to meet those targets will record only that which is ADDITIONAL TO or DIFFERENT FROM the differentiated curriculum.
- 3) Progress will be formally reviewed by holding an annual review meeting.
- 4) The Head Teacher/SENCo will:
 - seek written advice from parents and professionals;
 - ascertain the views of the student;
 - convene the review meeting;
 - prepare a review report for the LA.

- 5) Those to be invited at least two weeks before the meeting are:
- the student's parent/carer;
 - relevant teacher/s and TA/s;
 - representative of the LA;
 - the student;
 - where appropriate, representatives of health and social services, other professionals closely involved and, in the year of transfer to further education, SENCo or representatives from colleges/sixth form colleges, etc.
- 6) The review report will be copied to parents, LA and other relevant professionals no later than 10 days after the meeting or at the end of term, whichever is the earliest.

Transition from Year 6 to Year 7

The SENCo will liaise with the relevant staff at feeder junior schools to ascertain the needs of students with SEND prior to entry in Year 7. The SENCo will also attend person centred reviews for students in Year 6 who have Education, Health and Care Plans and for other students with specific needs that have required a high level of support in the junior schools.

The SENCo will also liaise with the relevant pastoral staff at the Academy who have responsibilities within the general transition process.

The Annual Review in Year 9

The annual review of the Education, Health and Care Plan in Y9, and subsequent years, will consider all the same issues as at other reviews but will specifically focus on preparing for adulthood, including employment, independent living and participation in society. This must be built into the Plan.

The Independent Participation Advisor supports all young people aged 13-19 with special educational needs, including those without Education, Health and Care Plans. The Academy will consult with the Independent Participation Advisor, as appropriate, to ensure that any student with special educational needs receives support with regard to his/her further education. The student and parents/carers will be fully involved in this process.

The Final Review in School

The final annual review carried out preferably in the Autumn Term in the school will identify the young person's likely destination on leaving school.

INCLUSION

We are fully committed to the principle of inclusion and the good practice, which makes it possible. Our policy, as set out in this document, will enable students with SEND to be an integral part of our school community.

Regardless of the stage students have reached, all students will be given full access to the full range of activities the Academy has to offer. This will be achieved by careful consideration of the needs of each student and by either modifying activities or by providing support that will help the student to participate in them. Students will only be withdrawn when:

- they will benefit from some intensive individual work on a cross- curricular skill;

- it is clearly inappropriate, or medical advice indicates that it is unsafe for the student to participate and some alternative has been arranged.

INVOLVING STUDENTS AND PARENTS/CARERS

The views of parents will be sought at all stages of assessment and provision. The views of the student will be ascertained and the student will be directly involved in the process. All communication involving decisions about a student will be recorded and dated. Letters to parents regarding decisions about their child will have a section to be signed and returned.

Staff will try to get to know the parents of students with SEND and will encourage them to work with the Academy in helping their child. Parents and teachers can, by working together, build up a more complete picture of a student and his/her needs. We intend that parents will feel able to ask about our provision and express their concerns to us. In return we will seek their help regarding work that they can do with their child at home.

Records will be kept of all who are parents and/or have parental responsibility for each student. When this involves adults in more than one household, we will deal directly with the parent who has day to day responsibility for the student. We will seek to involve all parents and those who have parental responsibility in decisions about their child or young person, while appreciating sensitivities that may arise.

PARENT PARTNERSHIP SERVICES – HAVERING SENDIASS

The LA has made arrangements to provide impartial information and advice on SEND matters to the parents/carers of students with special educational needs and disabilities. The overall aim of the service is to empower parents/carers to play an active and informed role in their child's education. They provide a range of useful information booklets, which are available in school or directly from the service on their website:

[Havering Sendiass :: Home](#)

Parents will be informed of the availability of this service, which includes access to an independent parent supporter. In Havering this is done through the Parent Partnership Co-ordinator. Details of the service and contact information is available from the Parent Partnership Service.

LEAVING SCHOOL

When a student leaves the Academy, the SENCo will forward relevant information about the student's needs to the next placement. Where a student is moving to another local school or college this will be achieved, wherever possible, by inviting a representative to the last review meeting that is held under the staged procedures described above. We maintain good links with the colleges, who receive our students and with the Independent Participation Advisor. This is particularly so in respect of students with SEND.

WORKING WITH OUTSIDE AGENCIES

The Head Teacher, or a person nominated by the Head Teacher which could be the SENCO, will oversee and liaise with Health Services, Social Care and other relevant professionals working with students in the school. Health Care planning will follow the protocol agreed by

Health and Education. The Head Teacher, or nominated person, will ensure that staffs have relevant training and there are procedures in place to support students.

COMPLAINTS

If you have any complaint about the special educational provision we make for your child, please speak to the Head Teacher or to a director. If you speak to a director s/he will, in the first instance, refer the matter to the Head Teacher. The Head Teacher will investigate and will contact you within 5 school days. If he has not resolved the matter to your satisfaction, it will be referred to the link SEND Director, who will consider the complaint at their next meeting and will contact you within 5 school days from the date of that meeting.

MONITORING AND EVALUATION

The Directors ensure that SEND provision is an integral part of the Academy Development Plan and will evaluate the effectiveness and success of this policy in the light of the policy objectives detailed under the heading "Guiding Principles". In order to achieve this, the Directors will monitor:

- the standards and progress made by students with special educational needs and disabilities;
- the number of students at SEN Support and those with Education, Health and Care Plans in each year group;
- the movement of students on SEN Support and Education, Health and Care Plans across the categories as recorded on the Academy's provision map;
- the level and pattern of help provided at each stage (i.e. average time allocated and the balance of in-class and withdrawal help) as evidenced in the provision map;
- case examples selected from all stages of students with special educational needs, especially those who are Children in Care;
- the views of parents expressed on stage forms and any complaints received;
- the extent to which students' views are reflected on IP forms;
- details of visits by specialist teachers, educational psychologists and other agencies;
- staff views on in-service training opportunities and the training opportunities available.

SEND INFORMATION REPORT

The Academy will publish an annual report on SEND on its website containing the information required by the Special Educational Needs (Information) Regulations 2014. This will include information on where the **Havering Local Offer** can be found at:

[Local Offer | Havering Directory](#)

REVIEW OF POLICY

All policies will be monitored and amended as appropriate every year but all policies will be fully reviewed and updated every three years.