



Subject: Special Educational Needs and Disability	Number: POL00135 Type: Policy
Approved by: Managing Director	Issued: October 2021 Revision: 2.0 Effective: September 2023

1. Objectives

1.1 Overall Aims

Robert Holme Academy aims to make a positive difference to the personal, social and learning lives of our students. By being committed to the development of the ‘whole person’, supporting continuous development and never putting a ceiling on learning, unconditionally valuing every student, embracing strengths, encouraging curiosity and independence.

We adopt a holistic approach to the development of students and remove barriers to learning. Through identification and support. We work together with all stakeholders around the child to help them to achieve the best possible outcomes regardless of characteristics.

The Robert Holme Academy believe that children and young people are entitled to an education that enables them to make progress and acquire new knowledge so that they:

- achieve their best;
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

The Robert Holme Academy has policy of curriculum and appropriate plans and schemes of work that take into account the ages, aptitudes and needs of all students.

The students at Robert Holme Academy may have special educational needs of some kind. Due to this, every policy and procedure we use is designed with Special Educational Needs and Disabilities in mind to create a fully inclusive learning environment.

1.2 Accessibility

The Robert Holmes Academy is an accessible building with facilities to accommodate physically disabled students and visitors. Features comprise:

- entrance ramps for easy access;
- widened internal doors to all rooms;
- disabled parking; and
- disabled toilet facilities including alarm systems.

Disabled access and thoroughfares are kept clear and available at all times. Disabled toilets and other washroom facilities are checked regularly and are serviced immediately if they need to be cleaned or re-stocked.

1.3 English as a Second Language

The Robert Holme Academy recognises that some students may be referred who have English as a second language, alongside additional education needs. We believe that every child should feel welcome, safe and a valued part of our community. If a student struggles with English, appropriate support can be arranged to support the student in accessing learning resources. This is agreed with all parties involved and monitored in the same way as other provisions.



1.4 Staff Training and Development

Teachers at the at the Robert Holme Academy are required to have a minimum standard of training on application. There are lots of opportunities for training and professional development both internally and externally during the academic year, including the provision of services for Special Educational Need and Disabilities. A training matrix which covers required training and additional training that is planned for each member of staff.

Training can be identified at any point during the academic year is discussed with the Headteacher. More details on this can be found in the staff handbook. Robert Holme Academy sees upskilling staff as crucial in the continued efforts for ensuring the highest standard of provision.

2. Scope and Applicability

Robert Holme Academy focuses on young people aged 5 -11 years. This policy is applicable to all our students who experience barriers to learning due to their individual needs. We aim to support our students in in making the best possible progress in all areas of their development and in developing skills which will make a positive difference to their lives.

This policy is applicable to all staff within the Robert Holme Academy, including full time employees, temporary staff, agency staff and volunteers who support students with special educational needs and/or disabilities.

3. Procedure

3.1 Responsibilities

It is everyone’s responsibility to ensure effective support for each student that addresses their education needs and welfare. This policy applies to all staff who work for Robert Holme Academy, as well as those taking part in a voluntary role.

3.1.1 Responsibilities of The Managing Director/Proprietor

The Managing Director is responsible for:

- ensuring this policy complies with the law and other guidelines addressing special educational needs and disability within an educational setting;
- reviewing current provisions for special educational needs and disability, ensuring their suitability and effectiveness.

The Managing Director is also responsible for ensuring any non-compliance formally documented, along with the necessary corrective actions. Corrective actions are monitored and tracked to closure.

3.1.2 Responsibilities of the Headteacher

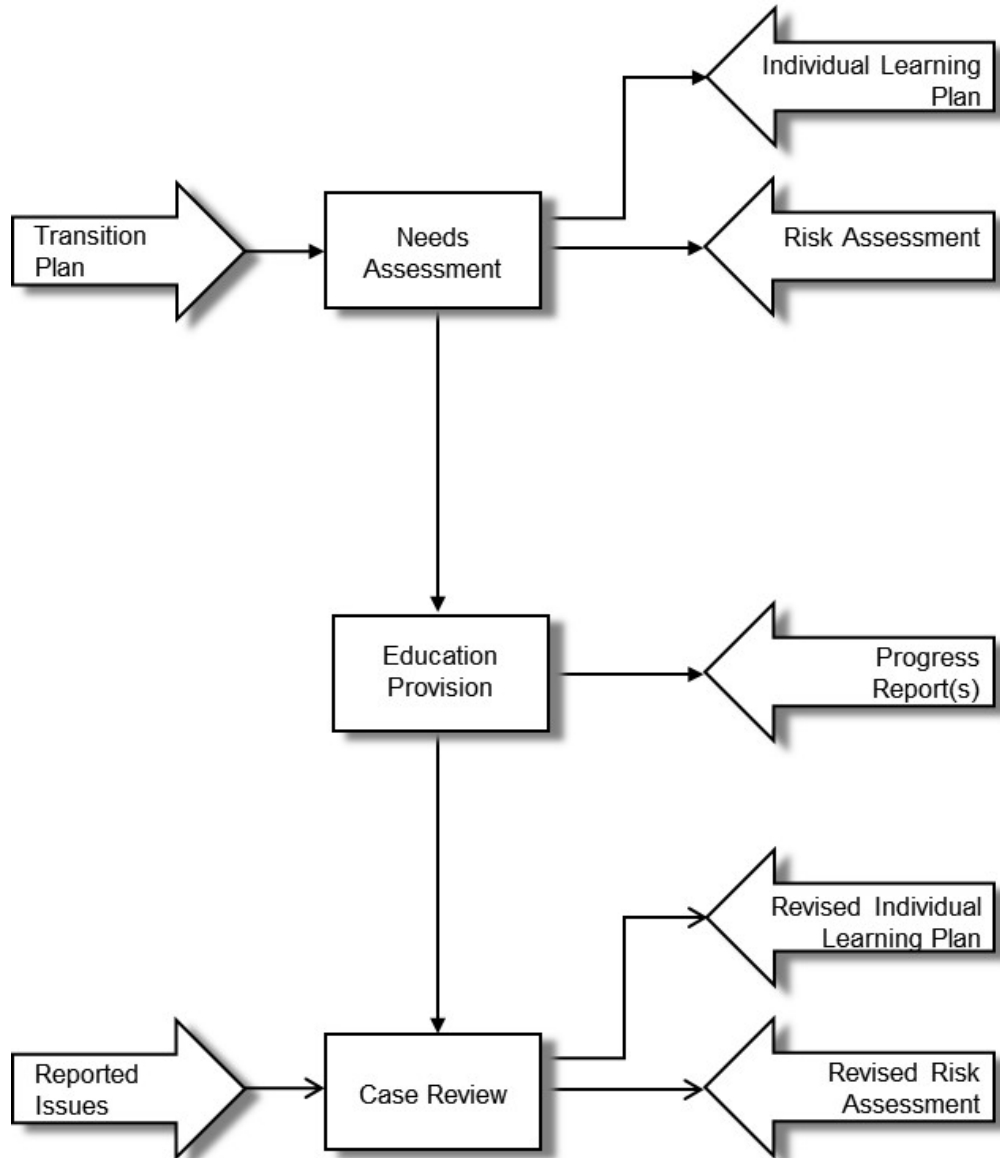
The Headteacher is responsible for the implementation of the addressing special educational needs and disability policy.

This includes:

- ensuring that all staff, including those who are volunteers and temporary workers, are trained in and informed of the policy and systems to ensure effective provision for the needs of each student;
- ensuring all staff are given training on this policy and supporting practices;
- coordination with schools, local authorities, parents and other stakeholders to ensure the specific needs of each student are properly identified and adequate provision is made for these needs;
- overall monitoring the progress and circumstances of each student to ensure their needs for education and wellbeing are being met.



3.2 Process





3.3 *Identifying Needs*

Students will usually come to the Robert Holme Academy with special and possible specific needs that influence their ability to learn. We recognise the importance of clearly identifying these needs and develop specific educational strategies intended to address these challenges.

A transition plan is developed for every student who joins the Robert Holme Academy, whether on a short-term or long-term basis. The transition plan is prepared as part of the admissions process.

Baseline assessments are then undertaken determine the best class and learning environment for the student, based upon their current working level and ability. These assessments also identify areas for development and prior knowledge, as well as learning styles and emotional intelligence. This data, along with the information provided on admissions, is used to inform lesson and intervention planning.

Assessment of needs are also undertaken. These are used to determine the wider educational needs of the student, along with particular risks associated with the student. These factors use used to prepare a risk assessment, including mitigation strategies for key areas of exposure, along with learning plans that are tailored to the student's needs to address the specific challenges that the student may have.

Curriculum targets are set as part of the planning activities. These are used to monitor and report progress to the school and parents.

3.4 *Education Provision*

The Robert Holme Academy curriculum was created with special educational needs in mind. We are aware of the need to teach students at a level that is suitable for them rather than at their age-related expectations. Classes are not based on age but are based on level appropriate learning. This allows for the curriculum to be appropriate for the individual.

The curriculum is broken down in to 'levels' which are in line with the National Curriculum guidelines. Each level has Key Performance Indicators which each student's curriculum progress is measured against. Students know these are targets and we aim for students to take ownership of their targets by making them clear at all stages of learning.

All Medium-Term Plans are working documents which allow for teachers to add in areas of differentiation or personalised targets based on the students they are teaching. This means that targets can be cross curricular and do not have to be just educational but can be monitored in all lessons as well as during specific times.

In line with the Teaching and Learning Policy, all lessons are expected to use an active, multi-sensory learning approach, be stimulating, positive, safe and supportive.

If it is identified that a student requires a specific adaptation or resource to access the curriculum then an agreement can be made for this provision.

Regular progress reports are provided to the school, parents and other stakeholders as required. Reports are tailored to the needs of the student and requirements of the school, while addressing specific concerns or areas of education/welfare that require focused attention.

3.5 *Welfare Provision*

Every student is matched with a Keyworker whose responsibility it is to monitor the welfare and wellbeing of their students. They are responsible for monitoring targets and ensuring that these are embedded in learning experiences or appropriate provision is made for meeting these. The student should have regular one-to-one sessions with their keyworker to discuss their feelings and targets and their teachers and keyworkers have regular contact with home about the students' academic, social, emotional well-being and mental health.

At the centre of all provision is the student. We hope to create an open and safe environment where the students voice is not only listened to but an integral part of the planning and implementation of everything we do.



By having small class sizes and an adapted curriculum, including project-based learning and vocational learning experiences, the curriculum allows more freedom for the development of social and emotional skills. This is coupled with personal development lessons which are catered directly for the needs of the students and are in line with needs identified through assessment, consultation and targets.

Robert Holme Academy also offer free meals as standard to all students and staff. This allows us to create a family style dining experience where food experiences are encouraged, and students are supported in taking ownership of a well-balanced diet.

During the working day there is time for talking about feelings and developing stronger emotional awareness. This helps to build a safe and trusting environment where students grow.

All safeguarding concerns are logged and recorded in line with the Child Protection and Safeguarding Policy and Handbook. Staff are well trained in logging concerns, feelings and incidents in order to build a big picture of a student. The Designated Safeguarding Lead monitors the overall welfare of the student.

If we cannot meet the needs of the student with the services provided as a standard, we will look to refer for additional support such as therapeutic interventions. Agreement for this provision is made with appropriate stakeholders (school, local authority, parents, etc.).

3.6 Case Reviews

Case reviews are held on a regular and as-required bases. Any concerns or issues regarding the student, should these arise, trigger a case review.

The small class sizes and consistent, well trained staff allow for early identification of needs. Case reviews are used to assess the progress of the student and determine if their specific need are being met. The students learning plans are revised if it is judged that these are not meeting the student's needs.

The students risk assessment may also be updated by the assigned keyworker if it is not addressing the student's needs or the specific circumstances or behaviour of the student has changed in some way.

If a student shows signs of needing additional support or a new need is suspected, the teacher reports this to the headteacher who will assess, communicate with school, parents or external agencies and refer for any support that is required at the earliest opportunity. This could be in the form of further review of the student's circumstances.



4. References

Guidance in preparing this policy is taken from:

1. SEND Code of Practice: 0 to 25 years, available at:
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
2. SEND: guide for schools and alternative provision settings, Available at:
<https://www.gov.uk/government/publications/send-guide-for-schools-and-alternative-provision-settings>
3. Keeping children safe in education 2023, available at:
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
4. The Special Educational Needs and Disability Regulations 2014, available at:
<https://www.legislation.gov.uk/uksi/2014/1530/contents/made>
5. Children and Families Act 2014, available at:
<https://www.legislation.gov.uk/ukpga/2014/6/part/3/enacted>
6. Reasonable adjustments for disabled pupils (2012), available at:
https://dera.ioe.ac.uk/15890/1/reasonable_adjustments_for_disabled_pupils_guidance_pdf.pdf
7. Supporting pupils at school with medical conditions (2014), available at:
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
8. The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005), available at:
<https://www.gov.uk/government/publications/mental-capacity-act-code-of-practice>
9. Working Together to Safeguard Children (2020), available at:
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
10. Equality Act 2010 Advice for Schools (DfE February 2013), available at:
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
11. Equality Act 2010, available at:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf