



Springwell
Leeds

Special Educational Needs and Disabilities Policy

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We Make A Difference

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Springwell Leeds Academy

Special Educational Needs and Disabilities (SEND) Policy

1. Aims and Objectives

Springwell Leeds Academy is committed to providing high quality support to pupils with Special Education Needs and Disabilities (SEND), specifically to those for whom Social, Emotional and Mental Health (SEMH) is a primary need. We take a needs based approach to the provision of support for our pupils and use inclusive practices with a focus on raising aspirations and improving outcomes for our children and young people. We work closely with our pupils, their families and carers, and other services with the aim of providing the best possible learning experience for all our students.

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life [mainstream schools add:] so they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfill their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Help pupils with SEND make a successful transition into adulthood
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Legislation and Guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND

[The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report

The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

The [Governance Handbook](#), which sets out governors responsibilities for pupils with SEND

The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a

disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

3. Inclusion and Equal Opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

4. Definitions

4.1 Special Educational Needs (SEN)

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4.2 Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

4.3 The 4 areas of need

Although Springwell Leeds Academy is a specialist school for children with a primary need relating to their Social, Emotional and Mental Health (SEMH), children with other types of special need in addition to this may also be on the school roll.

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

The four types of need are described below.

Area of Need	
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> ● Mental health difficulties such as anxiety, depression or an eating disorder ● Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder ● Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have:</p> <ul style="list-style-type: none"> ● A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment ● physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <ul style="list-style-type: none"> ● A wide range of needs are grouped in this area, including: ● Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia ● Moderate learning difficulties ● Severe learning difficulties ● Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

5. Roles and Responsibilities

5.1 The Special Education Needs Coordinator (SENCO)

Springwell Leeds Academy is a city wide, multi-site school and so each of our three sites has its own dedicated SENCO. These are:

North Site: [Jaime Warr](#)
South Site: [Ashley Knapton-Smith](#)
East Site: [Natalie Whitaker](#)

These can all be contacted by calling 0113 4870555 and selecting the option for the site you require.

The SENCOs will:

- Liaise with parents about their child's needs and any provision made
- Work with the Principals and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils in the Academy
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

5.2 The Governing Body

Springwell Leeds Academy's governing body is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Cooperate with the Local Authority in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- Make sure that all pupils from year 8 until year 13 are provided with independent careers advice

5.3 The SEND link governor

As Springwell Leeds is a Special School, where all children have special educational needs, the SEND link governor is Ken Morton (Chair of Governors)

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

5.4 The Executive Principal

The Executive Principal will:

- Work with the three site Principals, SENCOs and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the site Principals, SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress

- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCOs have enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils in the Academy
- Ensure the LA is notified when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- Ensure the site Principals and SENCOs, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the site Principals and SENCOs, regularly review and evaluate the breadth and impact of the support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

5.5 Teachers

Each teacher at Springwell Leeds Academy is responsible for:

- Planning and providing high-quality teaching that meets pupil needs
- The progress and development of every pupil in their class(es)
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

5.6 Parents/Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to regular meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about their child.

5.7 The Pupil

Pupils will always be given the opportunity to provide information and express their views about their

SEND and the support provided.

Where appropriate to their needs, they will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

6. SEN Information Report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

7. Consultation

Consultation with the Springwell Leeds Academy will be coordinated by the SENCOs in each of the different settings, in line with the SEND Code of Practice.

When considering the suitability of a placement, the Academy will consider whether or not the needs of the pupil can be reasonably met. The needs of the pupil will be considered but consultation will also take account of:

- availability of a place in an appropriate group and setting;
- the effect a potential pupil may have on the existing school population in terms of behaviour, health and safety, quality of learning within the class group and potential risk to self and to other pupils.

Consultations are responded to within 15 days. If Springwell is able to meet needs, placement will be offered at one of the our three sites, determined by the SENCO in consultation with Principals and the Executive Principal if necessary. Occasionally, this may not be the preferred site of the parent/carer.

The full Springwell Leeds Admissions Policy is available from the Academy website.

Prior to an admission, the appropriate site SENCO will arrange for the family/carers to visit to the site. There may then be a home visit undertaken by an appropriately experienced member of staff, such as the SENCO. All visits to the Academy are pre arranged to minimise disruption to learning and ensure the relevant staff members are available. If the child is currently in a different educational provision, wherever possible, a member of the team will visit them in that setting. In some cases a multi professional meeting as well as family / carers may also be held.

7.1 Supporting transition

The length and structure of transition is tailored to pupils' individual needs and is agreed between the family/carers and the two schools. Liaison will take place between the family/carers, the Academy, SENSAP and the school of origin to ensure that all relevant information has been gathered and transferred. Transition can take place over a number of days or up to a number of weeks, depending upon the needs of the child. On arrival, Springwell Leeds staff will conduct additional assessments so that a full

understanding of a pupils learning, social and emotional developmental needs can be gained.

8. SEND provision at Springwell Leeds Academy

In line with the principles outlined in the 2014 Code of Practice and the Children and Families Act of 2014, Springwell Leeds aims to:

- Identify, at the earliest possible opportunity, barriers to learning and participation for all pupils.
- Ensure that every child experiences success in their learning and achieves to the highest possible standard.
- Ensure, where appropriate, that examination access arrangements are in place at all key stages.
- Enable all children to express their views and to be involved in decisions which will affect their education, and to participate in lessons fully and effectively.
- Value and encourage the contribution of all children to the life of the school.
- Work in partnership with parents to ensure that they are aware of their child's special needs and that there is effective communication.
- Collaborate with health and social care services to provide support for pupils and their families.
- Ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.
- Work with the Governing Body to enable them to fulfill their statutory monitoring role with regard to the Policy Statement for SEND.

Although Springwell Leeds Academy is a specialist provision, we are aware that there are other needs that may require additional support. These are not considered SEN but may still impact on progress and attainment. These include:

- Attendance and punctuality.
- Health and welfare.
- English as an additional language (EAL).
- Being in receipt of Pupil Premium Grant.
- Being a child who is looked after (CLA).
- Being a child of a parent/carer in the services.
- Any other underlying reason that requires a response.

We also recognize that some of our children will have medical needs and disabilities that are not SEMH and we work hard to ensure that our provision is adjusted and adapted appropriately to meet these needs.

8.1 Identification

Although all our pupils have an EHCP which provides clear guidance around SEMH needs; it is a requirement that further assessment and screening is undertaken for pupils when required, this is done through the some / all of the following:

- Baseline assessments upon entry to Springwell Leeds for numeracy and literacy difficulties.
- Assessment to explore relevant exam access arrangements required.
- Examination and updating of Individual Pupil Risk Assessment (IPRA) and Behaviour Plans.
- A speech, language and communication needs assessment.
- Further screening around SEMH needs.
- An ASC/ ADHD questionnaire for pupils who present with difficulties associated with neurodevelopmental conditions such as autism or ADHD but who have no formal diagnosis.
- Dyslexia screening.
- Other screening tools which may be recommended by EP/OT etc to better understand needs.

8.2 Needs Profile of Pupils at Springwell Leeds Academy

SEMH need is wide and complex throughout Springwell Leeds Academy. No two pupils are alike, we support pupils with a wide variety of conditions and co-conditions which include:

- Anxiety conditions including social anxiety.
- Attachment difficulties.
- Pervasive developmental delay (PDD) - this includes spectrum conditions such as ASC, ADHD as well as Persistent Demand Avoidance (PDA) and Obsessive Compulsive Disorder (OCD).
- Fetal Alcohol Syndrome (FAS).
- Long term impact of early childhood trauma.
- Self-harm.
- Substance misuse.
- Post-Traumatic Stress Disorder (PTSD).
- Bereavement and loss.

8.3 Levels of Support

All pupils at Springwell Leeds Academy receive support everyday, in all their classes by specialist staff who have a good understanding of their needs as described in their EHCP. We expect our teachers and other class staff to provide learning and support tailored to the individual learning and behavioural needs of each of the children in their classes. This is a model of quality first teaching that ensures every pupil has access to a high standard of education.

In some cases children will require more individual interventions to support a specific short or medium term need. In these cases, children may access, individually or in small groups, specific interventions throughout the school day, alongside or sometimes instead of their usual classes. These interventions are usually provided by specially trained Academy staff and may include:

- Theraplay informed practice.
- Thrive.
- Therapeutic Art.
- Animal Assisted Activities (AAA).
- Therapeutic Music intervention.
- Additional phonics.
- Specific academic interventions such as Catch Up Literacy and Numeracy.
- Dyslexia specific support.

In some cases, additional, professional advice is required to best support our pupils. This may include the involvement of:

- Educational Psychologist.
- Occupational Therapist.
- Professional counselling service.
- Speech and Language Therapist

8.4 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress.
- Monitoring the impact of our interventions.
- Ensuring we maintain a detailed record of need.
- Talking to pupils and parents/carers.
- Holding annual reviews for pupils with EHC plans.

9. Expertise and Training of Staff

Springwell Leeds Academy is a specialist school and therefore requires specialist staff. We aim for all of our staff to become experts in what they do. This is achieved by ensuring all staff, teaching and non teaching have access to a rich, appropriate, relevant and regular programme of professional development.

When staff join the Academy, they have a comprehensive 10 week induction programme that ensures they quickly get updated and refreshed skills needed to work in our setting. After that, all staff have access to a wider CPD programme means that all Springwell Leeds staff have weekly access to training and development in areas including:

- Safeguarding and child protection.
- Supporting children's behaviour needs.
- Understanding how best to work with children with specific needs e.g anxiety, ADHD.
- First aid and Mental Health First Aid.
- Subject specific training - e.g Phonics, Numicon.

In addition to the basic programme, our staff may access training based on their specific needs or interests as identified through our rigorous appraisal processes. This provides opportunities for staff to progress in their career and develop skills and knowledge that are useful and relevant and benefit the pupils at Springwell.

Programmes that staff have recently been supported to access include:

- National Professional Qualifications such as NPQEL and NPQSL.
- Masters and Phd Level qualifications.
- Teacher training through assessment-only models and apprenticeships.
- TA apprenticeships.
- SENCO qualifications.
- Advance Team Teach (Instructor).
- Safeguarding specific training e.g. DSL.

10. Links with External Agencies

The Academy recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists.
- Specialist teachers or support services.
- Educational psychologists.
- Occupational therapists or physiotherapists
- General practitioners or pediatricians.
- School Nursing Team.
- Child and adolescent mental health services (CAMHS).
- Education welfare officers.
- Social services.
- Family support services such as MST.

11. Accessibility Arrangements

As our three Springwell sites are relatively new, they were built with access for all in mind and are compliant with the requirements of the Disability Discrimination Act.

12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

The procedure for making a formal complaint can be found in our complaints procedure on the Academy website.

13. Monitoring and Review of this Policy

This policy will be reviewed by the Executive Principal every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

14. Links to other policies and documents

This policy links to the following documents, which are available on the Academy website at <https://springwellacademyleeds.org/> :

- SEN information report.
- Accessibility plan.
- Behaviour and Relationships policy.
- Equality information and objectives.
- Supporting pupils with medical conditions policy.
- Attendance policy.
- Safeguarding / child protection policy.
- Complaints policy.