



The Ursuline Academy Ilford

Special Educational Needs and Disability Policy

2024

Reviewed in May 2024, to take effect from:	May 2024
Next Review:	May 2025

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1. Introduction

The Academy Mission Statement

The Ursuline Academy Ilford is a Catholic community of faith, love, kindness and service. Guided by Gospel values and the Holy Spirit, we strive to create an inclusive environment where everyone in our diverse community can reach their full potential in all their endeavours.

Our young women are inspired by the witness of St Angela and the vibrant school community, whose motto 'SERVIAM'- I will serve, empowers us all to play our full part in society.

All students are served by this to ensure that all are supported to achieve their academic potential, encouraged to take an active role within Academy life, and are prepared for adulthood.

This policy has links with the Learning and Teaching Policy, the Behaviour Policy and the Admissions Policy.

Whole School Approach

The learning needs of all our students, including those with SEND are the responsibility of the whole school, in line with The Equality Act 2010, The SEND Code of Practice 2014 and the Children and Families Bill 2014. This policy supports the Ursuline Academy Ilford's Local Offer, the link to which is available on the school website. All staff are aware of the Academy's collaborative approach and the whole school responsibility for SEND.

2. The Equality Act 2010

The Equality Act 2010 has simplified and strengthened the discrimination laws which protect people from unfair treatment. It places a responsibility on the school in the following areas:

- Improving physical access to school facilities
- Preparation for entry to school
- Improving access to the curriculum
- Learning and Teaching
- Classroom organisation
- Timetabling
- Developing information in a range of formats e.g. large print or audio
- Opportunities for all students to access extra-curricular activities.
- School sports
- Assessment and exam arrangements

It is unlawful for a school or other education provider to treat a disabled student unfavourably. The Academy is committed to meeting the obligations and duties of the Equality Act 2010 and to providing equality in all areas of school life.

3. Accessibility

The main school building was built in the mid-1900s, and some areas (Art rooms and the library) are only accessible by stairs, as it has not been possible to adapt these areas. However, all other areas have been adapted or designed for accessibility and are wheelchair friendly. The Academy has one passenger lift, one platform lifts and a stair lift servicing the main assembly hall. These lifts provide access to all other parts of the Academy's buildings.

In addition, the Academy has two disabled toilets located on the ground and first floor. Access to and egress from the site is also wheelchair friendly. The main Learning Support classroom is located on the ground floor as well as the inclusion room and nurture space.

All students at the Ursuline Academy Ilford have appropriate access to a broad and balanced curriculum within the classroom setting and teaching is adapted, dependant on individual needs of pupils. The SENDCo works alongside specialist services with regards to curriculum access for students who have SEND.

The LSAs who work at the academy are experienced in adapting resources for students, dependent on need. The Academy will provide resources in enlarged format (on paper), electronic formats for use on laptops and PCs. When recommended by specialist services, students are encouraged to record their work using other formats such as a laptop both in the classroom and for home learning. Students working in the classroom using laptops and other specialist equipment is dependent on learning need and/or disability. The SENDCo works closely with the Exams Officer and with an external Exam Access Arrangement Assessor and medical professionals in regard to determining which students who may need this level of support.

4. The Special Educational Needs (SEND) Code of Practice: for 25 years **Issue Date: September 2014**

4.1 Definitions of Special Educational Needs and Disability (SEND)

*'A student has a learning difficulty or disability if she has a **significantly** greater difficulty in learning than the majority of others the same age, or has a disability which prevents or hinders her from making use of facilities of a kind generally provided for others of the same age in mainstream school'*

4.2 The Academy Response:

The Academy supports the principles of the SEND Code of Practice 2014:

'Special education provision is underpinned by high quality teaching. High quality teaching is that which is differentiated and personalised to meet the needs of the majority of young people.'

'High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. The majority of students can make progress through such teaching.'

'SEND should not be regarded as sufficient explanation for low achievement, nor should there be an assumption that all children will progress at the same rate or that all children falling behind their peers with have SEND'.

Through its policies and procedures, the Academy ensures that adaptive teaching is in place for all students and this is the primary method of support for all students with SEND. The Academy regularly and carefully reviews the quality of teaching and learning for all students.

The Academy recognises that at some point in a student's education, she may experience difficulties in one or more of the following areas:

- Communication and Interaction;
- Cognition and Learning;
- Social, mental and emotional health;
- Sensory and /or physical.

These may be inter-related and may be short or long term needs. These needs may require support that is additional to or different from that made generally available for other students in the Academy.

In line with the 2014 SEND Code of Practice, for students who have an identified SEND, the Academy follows the principles of:

- Support for students with SEND must be provided first and foremost by the subject teacher, in every lesson;
- All staff have high expectations for every student, whatever their prior attainment;
- Support for all students with additional needs is by means of a targeted, individualised package of support
- Support is tailored to meet the specific needs of the individual student
- The Academy will meet with parents of students with SEND regularly throughout the year;
- The Academy's focus is on outcomes for the individual student.

5. The Objectives of the Academy's SEND Policy, Mission and Day-to-Day Working

The Academy's aim is for its students, whatever their level of academic attainment, to leave as confident, independent young adults who are able to make a valuable contribution to society. To this outcome, it aims to provide an education which encourages every student to achieve her full potential regardless of her learning ability. The Academy therefore:

- Aims to listen to and support each student with her involvement in the decision-making process regarding her learning. The student has the right to share and hear information about her learning and to express an opinion. The student's views will be given due weight according to her age, maturity and capability.
- Aims to work in partnership with Health and Social care to ensure each student is able to achieve her ambitions and the best possible educational and other outcomes such as securing employment and living as independently as possible.
- Aims to ensure that every student with SEND knows precisely where she is in her learning and development, to ensure decisions are informed by the parents and the student themselves, to have high ambitions and to set stretching targets for each student.
- Aims to track every student's progress towards her learning and life outcomes; to keep under review the additional or different provision that is made for her through robust review systems.
- Aims to ensure the tailored package of support is based on best possible evidence and is having the required impact on progress.
- Aims to ensure that the student's time at the Academy enables her to achieve her best, become a confident and valued member of society and the local community and is able to make a successful transition into the next stage of her education.
- Aims to work together with the young person and her family to achieve long term outcomes, such as gaining a college, training or sixth-form place, being able to make choices about her support and to make friends and participate in society. Planning will start when a young person joins the Academy and will form part of the conversations as the student moves through the year groups.
- Aims to support each student at key transition points (Year 6 to 7, Year 9 to 10 and Year 11 to Post 16 choices then post 18), by providing appropriate and tailored guidance and through information and support to the young person and her family. The Academy will support her to choose the most appropriate pathway to achieve her long-term goals, with advice provided by other professionals such as the local Connexions team.
- Aims to encourage parents to share their knowledge about their daughter and engage in positive discussions.
- Aims to provide a broad and balanced curriculum that is seen as an entitlement and is accessible to all students, appropriate to their abilities.
- Recognises that all staff have a responsibility for all students in their classroom, including those students with SEND. All staff will respond to the challenge of meeting these needs.
- Will develop procedures that identify students with SEND, describe what those needs are and strive to provide the appropriate support, in line with the SEND Code of Practice policy of 'Plan, Do and Review'.
- Will develop practices in line with the SEND Code of Practice – September 2014.
- Will give all students the opportunity, wherever possible, to have their particular needs met in teaching groups with their peers.
- Will monitor and evaluate students' academic and pastoral progress.
- Will ensure that all students on the SEND register have a 'One Plan', to help inform all teachers of how best to support their needs in the classroom.

6. Arrangements for Co-ordinating the Educational Provision for Students with SEND

All teachers have a responsibility to identify and meet the needs of the educational needs of all students, whatever their learning difficulty. The SENCo provides provision of education for students with an identified SEND by:

- Planning, Doing and Reviewing students' needs.
- Maintaining the SEND Register.
- Identifying and managing the needs of students.
- Ensuring SEND profiles are up to date.
- Liaising with external agencies.
- Liaising with parents / carers / staff / governors in line with recommendations in the Code of Practice 2014.
- Arranging Annual Reviews for student with an EHC Plan.
- Ensuring the Academy meets regularly with parents of all students on the SEND register.
- Co-ordinating alongside the Exams Officer, special arrangements for internal and external examinations.
- Arranging for the assessment of students who the Academy considers may need special arrangements to be made for external examination purposes.
- Ensuring students are assessed on entry, alongside the Head of Year 7 and providing staff with baseline information such as reading ages and other appropriate standardised test information.
- Communicating the needs of students to all staff using SEND One Plans.
- Updating staff, SLT and governors on developments in SEND.
- Organising training opportunities for school staff.
- Keeping up to date with own professional development to aid the Academy's policies, procedures and strategies.

7. Arrangements for the Hierarchy of Need and the Management of Communication and Provision

7.1 Identification

Information from the local admissions team is used to obtain additional information regarding pupils who will be joining the Academy in year 7. Through this process, students transferring with SEND are identified and meetings with SENDCo's are organised to develop an understanding needs and support mechanisms. From contact with feeder schools, the SENDCo formulates the SEND Register, with a 'One Plan' for each pupil with SEND, in place prior to the start of year 7.

Some students may not have had their needs identified at Primary or a new difficulty may arise during their time at the Ursuline Academy. Concerns may arise about wellbeing, medical, communication and/or a learning difficulty. Form Tutors, Heads of Years, Heads of Departments and Subject Tutors may raise this concern with the SENDCo, and next steps can be discussed in team meetings.

For students with other possible difficulties, standardised testing will be undertaken, alongside lesson observations and examining of Academy data. After discussion with subject teachers, form tutor, parents and the student a decision would be made whether to identify a Special Educational Need.

If the Academy identifies a SEND for a student, the student is placed on the SEND register and parents are informed. If a student is removed or her category is changed, parents will also be informed in writing. All parents of students on the SEND register are kept in regular contact with the SENDCo.

A student is placed on the SEND register at one of two levels:

(i) Statutory: EHC Plans

A very tiny proportion of any school's population will continue to find it difficult to make expected progress, despite able teaching and relevant, purposeful interventions. For these students, a request to the Local Authority for an EHC Plan would be considered. The Academy follows guidelines laid out in the SEND Code of Practice 2014 and the London Borough of Redbridge's own published guidelines.

(ii) SEND Support

- For the vast majority of students who have an identified SEND, the Academy is able to meet their needs from its own resources. Once identified, the SENDCo will work closely with appropriate staff, parents and external agencies to create and implement a tailored package of support for the individual student. This will be carefully monitored and reviewed regularly.
- Students with an EHC Plan will have a formal review annually, where all involved professionals are invited to attend. This young person-centred review will allow the opportunity to review general school progress and the tailored package of support.
- For all students on the SEND Register, parents and SENDCo meet regularly.

7.2 Allocation of resources to and amongst students with SEND

The Academy is committed to ensuring that additional resources received in line with an EHCP, are used to work towards achieving the outcomes as outlined in the plan implementing the identified provision. These will be reviewed regularly through the EHCP process.

The Learning Support area includes one classroom for small group teaching, nurture space, the inclusion room and an office for the SENDCo. Staffing comprises of the SENDCo, Learning support assistants and HLTA.

7.3 Provision

- For all students, at whatever stage on the SEND register, the Academy offers a wide variety of support. This includes.
 - in class support.
 - small group interventions – reading, Lexia, numeracy.
 - ELSA – 1:1 or in small groups, delivered by an Emotional Literacy Support Assistant.
 - Speech and Language sessions (SALT).
- The LEA Educational Psychologist works directly with referred students to provide strategies and recommendations to support the pupil make progress depending on their area of need.
- SEATTS, Advisory Teachers, train staff to deliver small group, individual programmes as well as the use of specialist equipment.
- The Academy will call upon the services of external professionals should the individual student's needs require it.

7.4 Inclusion

All students at the Ursuline Academy Ilford have appropriate access to a broad and balanced curriculum within the classroom setting. All teachers adapt teaching material and employ strategies to meet individual student needs in line with their one plan.

All students are encouraged to join in fully with Academy life whatever their difficulties. They have access to the full National Curriculum and opportunities to participate in enrichment activities. The Academy prides itself on the positive relationships between staff, students and parents and this is embedded in its Mission Statement.

The Academy recognises and attempts to overcome barriers to learning through its policies and practices and will continue to address methods to reduce the specific difficulties being experienced by particular groups of students in order to promote inclusion.

Students who require additional SEND support are supported in the first instance by the subject teacher in the mainstream classroom. However, they may be withdrawn from non-core lessons for one-to-one or small group tailored support. The Maths and English lessons are taught by subject specialist teachers and our HLTA. The package of support delivered by the Learning support assistants is designed to complement this teaching, by means of Speech and Language Therapy, as well as reading, spelling and writing intervention programmes.

8. Evaluation of the Success of the Academy's SEND Policy

Methods for evaluating success include:

- Academy-based monitoring and review.
- Feedback from students and parents.
- School based assessment of targets and outcomes.
- Reviewing SEND progress and attainment against national standards.
- Assessment through standardised tests.
- Standard entrance and exit criteria for interventions.

9. Working with External Agencies

The Academy makes full use of the Local Authority support services and has contact with the following services:

- Educational Psychology Service.
- Redbridge Specialist Education and Training Support Service (SEATSS).
- Redbridge Behaviour and Inclusion team.
- Speech and Language Therapy Service.
- Redbridge Local Authority SEND Service.
- Redbridge Connexions Service (Careers).
- School Nurse Service.
- CAMHS.
- Brentwood Catholic Counselling Service.

10. Working with Parents

Parents / carers are consulted and informed at every stage of their daughter's education, particularly if they have special educational needs. Contact is maintained via parents' evenings, the Academy's reporting system, telephone calls, letters, email, SEND review meetings and through the student's planner.

11. Links with Other Mainstream Schools and Special Schools Including Arrangements When Students Change Schools or Leave School

SEND documentation is transferred to the next school / phase and the SENCo makes contact wherever possible. The Academy works closely with relevant careers advisors and services to ensure effective post-16 arrangements including drawing up a transition plan where necessary. The Academy works informally with other schools and Boroughs to maximise support, knowledge, skills and expertise.

12. Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations

The SENDCo is also the Deputy Designated Safeguarding Lead. Alongside the Safeguarding team, they have responsibility for Safeguarding and Child Protection with regards to students who are on the SEND Register. In some cases, the team will work with the local Social Services team, including Early Help, to ensure collaborative work is carried out to support a young person in and out of school.

13. The Academy's Admissions Arrangements for Students with SEND

Students with SEND have the same rights of admission as all other prospective students who meet the Academy's admissions procedure policy.

Students with an EHC Plan are strongly encouraged to visit the Academy prior to requesting the LA to consult with Ursuline Academy Ilford as their preferred choice of secondary school placement. This is to ensure that the Academy is the best choice to meet the needs of the student, in consultation with the parents and the young person.

For students who have an EHC plan or for students who have complex needs, as informed by the Primary School, the Academy will put into place a tailored, individualised transition programme. The SENCo works closely with the Head of Year 7 and the Primary SENDCo to ensure the smooth running of the transition. The SENCo will attend the student's Year 6 Annual Review, wherever possible.

Students who are transitioning with an EHC Plan are advised to visit the Academy with their parents and or teaching assistant / SENCo from Primary School in the term prior to transfer. Pupils with SEND will be provided with additional welcome sessions at the Academy as well as the whole year group event.

14. Arrangements for Considering Complaints about SEND Provision within the Academy

At the Ursuline Academy Ilford, parents and students are consulted at every stage of the education of the student, particularly if they have an identified SEND. In cases where the parents are unhappy with the provision provided, they are invited initially to approach the SENDCo. Parents p to ask the Redbridge Parent Partnership for their advice and support. Formal complaints should follow the Academy's Complaints Procedure.

A parent may ask the LA to conduct a formal Statutory Assessment on their daughter and if they disagree with the outcome, the have the right to appeal to the Special Educational Needs Tribunal.

15. Glossary of Terms Used in this Document:

SEND	–	Special Educational Needs and Disability
SENDCo	–	Special Educational Needs and Disability
Co-Coordinator		
EAL	–	English as an Additional Language
EHCP	–	Education, Health and Care Plan
LA	–	Local Authority
LEA	–	Local Education Authority
LSA	-	Learning Support Assistant

- HLTA** - Higher Level Teaching Assistant
- SEATTS** - Specialist Education and Training Support Service

Learning Support Team: SENDCo, Learning Support assistants, HLTA and School Administrator