



**GEORGE  
DIXON  
ACADEMY**

## **Special Educational Needs & Disability Policy**

<b>Date Created:</b>	September 2020
<b>Last Review:</b>	May 2025
<b>Reviewed By:</b>	Kathy Hull (Assistant Head and Director of Inclusion)
<b>Approval Date:</b>	23 <sup>rd</sup> May 2025
<b>Approved By:</b>	Academy Trust Board
<b>Next Review:</b>	May 2026

# George Dixon Academy

## **SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY**

### **Forward**

This Special Educational Needs policy details how George Dixon Academy will endeavour to ensure that the necessary provision is made for any student who has special educational needs and/or disabilities. As an inclusive Academy, we value all members of our community as individual people with differing needs and abilities. We aim to provide a stimulating and caring environment, in which everybody can thrive. Every member of staff is responsible for supporting students with SEND. This policy should be read in conjunction with George Dixon Academy's SEND Information Report. This is available to families on the Academy website and it forms a contributory part of Birmingham's Local Offer.

Further information about the Local Offer can be found at:

<http://www.birmingham.gov.uk/sendlocaloffer>

This policy also works alongside the Academy policies on Teaching and Learning and Safeguarding and Accessibility.

Our SEND policy and information report aims to:

- Set out how the Academy will support and make provision for students with special educational needs (SEND).
- Explain the roles and responsibilities of everyone involved in providing for students with SEND.

### **1. Legislation and Guidance**

Our SEND policy and SEND information report are based on the statutory Special Educational Needs and Disability Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which sets out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators and the SEN information report.
- Special Education Needs Code of Practice: 0 – 25 2014
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The Equality Act 2010
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards 2012

## 2. Definitions of special educational needs and disabilities

The New SEN Code of Practice defines Special Educational Needs as:

***“A child or young person has SEND if they have a learning difficulty or disability which call for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:***

- (a) have a significantly greater difficulty in learning than the majority of other of the same age; or***
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.” (P9)***

This is a broad definition covering children and young people

from 0 – 25 years of age.

George Dixon Academy is an ‘inclusive Academy’. It is the Academy’s aim to ensure that students with SEND are included in all aspects of school life and experience a fully inclusive curriculum. This is achieved by ensuring that the four areas of need, as set out in the SEN Code of Practice, are met: ‘Cognition and Learning Needs’, ‘Social, Emotional and Mental Health Needs’, ‘Communication and Interaction Needs’, and ‘Sensory and/or Physical Needs’. Every student at George Dixon Academy accesses a broad and balanced education which includes the National Curriculum. George Dixon Academy is committed to continuing to narrow the attainment gap between SEND and non-SEND students.

## 3. Overall School Aims:

- To provide high quality provision for those students who have special educational needs relating to learning difficulties, so that they make rapid progress in developing key skills, and are thus able to access the full curriculum and to achieve their potential.
- All students receive the highest quality teaching, enabling them to develop their reading, literacy and numeracy skills.
- All teachers at George Dixon Academy know that they are responsible for meeting the needs of the students they teach.
- To provide opportunities for every student to achieve success.
- To ensure that high aspirations are held for all our students with SEND.
- That George Dixon Academy uses the ‘assess, plan, do, review’ approach to identify and meet the needs of students with SEND.
- To work collaboratively with students and families in planning and supporting students at all stages of their academic and social development.
- To involve other professionals and specialist services to support the Academy in planning appropriate provision for students as necessary.

- To ensure all staff and Governors are accountable for the SEND policy being implemented and maintained.
- To ensure that the Academy's provision for students with SEND is based on careful analysis of needs and is being regularly monitored.
- To ensure that our students with SEND are engaged with the full range of activities offered by the Academy.

#### **4. Roles and responsibilities**

##### **4.1 The Leadership of SEND**

- |                             |                |
|-----------------------------|----------------|
| ➤ Headmaster pro tem        | Mr T. Mann     |
| ➤ AHT/Director of Inclusion | Mrs K. Hull    |
| ➤ SENCO                     | Mrs K. Hull    |
| ➤ Governor for SEND         | Sir R. Dowling |

##### **4.2 The Headmaster has responsibility for:**

- The management of all aspects of the Academy's work, including provision for students with SEND.
- Work closely with the Deputy Headmasters/AHT – Direction of Inclusion.
- Ensuring that the implementation of this policy and the impact on the Academy is reported to governors.
- The overall responsibility for the provision and progress of learners with SEN and/or disability.
- Accountable for the deployment and use of the school's delegated nominal budget.

##### **4.3 The AHT – Director of Inclusion has the responsibility for:**

- Determining the strategic development of the SEN policy and provision in the Academy with the Headmaster and the SEND Governor.
- Oversee the day-to-day operation of the SEND policy and the coordination of provision in school.
- Providing professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advising on the graduated approach to providing SEND support.
- Working with the Headmaster and Governing Body to ensure that the Academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Carrying out detailed assessments and observations of students with SEND.
- Updating and maintaining George Dixon Academy's SEND register and records.
- Monitor and evaluate the impact of support and targeted intervention in place at George Dixon Academy.

- Producing reports and updates to the Headmaster and Governors, ensuring that George Dixon Academy's SEND information report is maintained and up-to-date.
- Exam Access Arrangements Assessments.
- Early SEND Identification Assessments.

#### **4.4 SENCO has responsibility for:**

- Organising and managing the work of the SEND Support Team in coordination with the Direction of Inclusion.
- Coordinating the specific provision made to support individual needs with SEND, including those who have EHCPs.
- Completing the EHCP reviews.
- Supporting classroom teacher in devising strategies, writing and maintaining SEND Pupil Profiles, advising on appropriate resources and materials to use with students with SEND and on the effective use of materials and additional adults in the classroom.
- Liaising closely with families of students with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process.
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and families.
- Maintain the Academy's SEND Register and records.
- Assisting in the monitoring and evaluation of SEND student progress.
- Liaising with SENCOs in other schools/academies to help provide a smooth transition from one school/academy to another.
- Collate evidence files of 'Normal Ways of Working' for Access Arrangements and the completion of Form 8s.

#### **4.5 The SEND link governor will:**

- Help raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision within the Academy and update the governing body on this.
- Work with the Headmaster and AHT Director of Inclusion to determine the strategic development of the SEND policy and provision at the Academy.

#### **4.6 The Governing body will ensure that:**

- SEND provision is an integral part of the Academy Development Plan.
- They work with the Headmaster and the Director of Inclusion to determine the strategic development of the SEND policy and provision in the Academy.
- Staff are aware of the need to identify and provide for students with SEND.
- They are fully informed about SEND issues and national guidance, so that they can play a part in the Academy's self-evaluation process.

- They understand how the Academy is using its resources to support students with SEND.
- The quality of SEND provision is regularly monitored.

#### **4.7 Class teachers are responsible for:**

- Teaching students with SEND in the classroom and for providing an appropriately differentiated curriculum. Teachers are responsible for the progress and development of every pupil in their class. Teachers will ensure that the Core Provision, detailed on the SEND Pupil Profile, is in place in their classrooms.
- Working closely with SEND support staff to plan and assess the impact of support and intervention and how they can be linked to classroom teaching.
- Developing their practice in line with the policy and procedures for identification, monitoring and support students with SEND.
- Supporting the SEND Department with information and advice relating to students with SEND and guiding their learning and progress.
- Implementing the guidance on the SEND profiles into their classroom practice.
- When required, to fully comply with requests for information for the completion of annual reviews and normal ways of working in advance of Access Arrangement Applications.
- Ensuring they follow the SEND policy.

#### **4.8 Exam Access Arrangements:**

Mrs Kathryn Hull has been appointed by Mr T. Mann Headmaster pro tem (Head of Centre for George Dixon Academy) as the specialist assessor exam access arrangements. Mrs Kathryn Hull is a qualified assessor and holds the CPT3A Level 7 Certificate of Psychometric Testing, Assessment and Access Arrangements Qualification. Mrs Kathryn Hull is registered with the British Psychological Society RQTU Membership No. 329610.

#### **4.9 Safeguarding of students with SEND**

All staff at George Dixon Academy receive 'Safeguarding Training'. All staff have an awareness of safeguarding issues: bullying, including cyberbullying, peer-on-peer/child-on-child, sexual violence, sexual harassment, sexual exploitation, domestic violence, gangs and county lines, FGM, youth violence, mental health, preventing radicalisation and trafficking. Safeguard is a number one priority at George Dixon Academy.

#### **4.10 Students with medical needs (statutory duty under the Children and Families Act)**

Students with medical needs will be provided with a health care plan, compiled in partnership with their medical professional and parents/carers and, if appropriate, the student themselves. Staff who administer

## **5. SEN Information Report**

### **5.1 The kinds of SEND that are provided for:**

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory/Physical Needs

### **5.2 Transition Arrangements**

George Dixon Academy understands the importance of selecting the right school for you child and the anxiety this may cause; especially if your child has specific learning needs. Should you wish to discuss your child's needs to help you decide on the best school, you will be able to book an appointment with our SENCO.

Supporting our new students through transition begins in the Spring Term. Director of Inclusion and our SENCO begins to visit all our feeder primary schools, meeting our new pupils and collecting vital information from the class teachers and SENCOs. George Dixon Academy offers an extended transition programme for pupils identified with SEND and provides additional visits where appropriate. Our SENCO will continue to monitor your child during the Autumn Term and will be the key contact.

### **5.3 Identifying pupils with SEND and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents.

Teachers are able to make a direct SEND referral to the AHT Inclusion. A matrix of need is then completed by all the teachers that student and a

follow up assessment is made to identify any SEND needs or referrals to specialist services are made.

#### **5.4 Concerns about SEND**

If parents/carers have concerns relating to their child's learning then please initially discuss these with your child's subject teachers, Form Tutor or Head of Year. This may result in a referral to the school's SENCO whose name is Kathy Hull. Parents/carers may also contact the SENCO directly if they feel this is more appropriate. All parents/carers will be listened to; their views and aspirations for their child will be central to the assessment and provision by the school.

#### **5.5 Consulting and involving students and parents**

Attainment towards the identified outcomes will be shared with parents/carers. Academic progress is shared in a report format following the calendared Mid-Year Exams, consultation with class teachers at Parents' Evening and parents/carers will receive an end of year summary report.

Those pupils with an EHCP will additionally have an annual review at George Dixon Academy. Parents/carers are encouraged to arrange an appointment to discuss their child's progress with the subject teacher, Head of Year, the SENCO or the Director of Inclusion at any time when they feel concerned. The subject teacher or SENCO may also suggest ways of supporting your child's learning.

#### **5.6 Progress towards outcomes**

Every student identified with SEND, who is currently on roll at George Dixon Academy, will be provided with the best support the Academy can offer; considering the resources the Academy has access to. All students identified with SEND have a 'SEND Student Profile' created which details classroom strategies that allows for personalisation and differentiation. EHCP students will have their 'SEND Student Profiles' and their targets reviewed internally twice a year and with parents/carers once a year as part of the Annual Review process.

#### **5.7 Measurement of Impact/Best Value**

The following criteria are used to measure impact/best value:

- Challenging targets set for SEND students, in line with the target setting of their non-SEND peers.
- Reading, spelling and diagnostic assessments for students receiving support and intervention.
- Percentage of SEND students achieving their targets, at each data collection.
- Progress and attainment of students at the end of Key Stage 3.

- GCSE grades achieved/progress made between KS2 and KS4, and for pupils KS5.
- Post 16 destinations of students and NEET information
- Lesson Observation and feedback.
- Student and parent/carers views.
- Feedback on extra-curricular activities
- Examination of schemes of work and associated resources.

### **5.8 Access to the Curriculum**

All teaching staff understand that they are teachers of Special Educational Needs and Disabilities. It is specified in the New Code of Practice that:

“Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff.” (p.71)

Although George Dixon Academy does not have any specialist teachers for specific learning difficulties, George Dixon Academy does support pupils with SEND through quality first teaching, differentiation, academic setting and SEND support staff deployment. This ensures that students can access the learning within an inclusive, mainstream setting. Continuing Professional Development (CPD) for our teachers and SEND support staff throughout the year to help colleagues understand how to overcome barriers to learning and enable progress. Specific intervention, depending on need, is offered for students via the Inclusion Team.

### **5.9 Evaluating Success**

An appropriate combination of the following information regarding individual pupils will be available in school for scrutiny any time, within the constraints of GDPR regulations.

- SEND Development Plan
- Self-evaluation analysis
- SEND register
- Intervention Logs
- Student Learning Profiles
- Annual Review documentation
- Reports from outside agencies
- Progress assessments
- Use of differentiated teaching/resources/specialist equipment
- Evaluation of specific interventions

- The notion of 'value added': the Academy's award schemes, extra-curricular activities, work experience, post 16 destinations and involvement in the general life of the Academy.

### **5.10 Parent Partnership**

All staff will actively work with parents/carers of pupils with SEND to enable and empower; and at George Dixon Academy we endeavour to communicate positively with parents by:

- Using parental knowledge.
- Focusing on the child's strengths as well as developing their areas of weakness.
- Recognising the personal and emotional investment of parents.
- Ensuring parents understand procedures.
- Respecting differing perspectives and seek constructive ways of reconciling different view points.
- Respecting the differing needs parents themselves may have.
- Recognising the need for flexibility in the timing and structure of meetings.

George Dixon Academy will always seek parental permission before making a referral to other agencies for support for their child. Where parents do not wish to have their details passed onto third parties their wishes will be respected.

### **5.11 In-Service Training**

George Dixon Academy is committed to continuous staff training and development with regard to meeting the individual needs of all students identified with SEND. We are committed to maintaining and constantly improving the level of staff expertise in this area.

All staff are made aware of their responsibilities towards pupils identified with SEND. All staff have access to the SEND policy, the SEND register, 'SEND Student Profiles' and additional guidance materials for meeting the needs of a variety of cognitive, communication, emotional, sensory or physical needs. The Inclusion Team keep up to date with new developments in SEND by:

- Reading relevant SEND literature.
- Implementing advice and guidance from external agencies.
- Completion of accredited training.
- Regularly accessing SEND website.

### **5.12 Links with Outside Agencies**

George Dixon Academy works in collaborative partnership with many different agencies. This means that a supportive environment can be developed to meet your child's needs both in and out of the Academy.

Listed below are some of the outside agencies with whom we work collaboratively:

- Educational Psychology
- Pupil and School Support (PSS)
- The Communication and Autism Team (CAT)
- Physical Difficulties Support Service (PDSS)
- Speech and Language Therapists
- Forward Thinking
- Social Services
- Health Services
- Special Educational Needs and Disabilities Information and Advice Support Service (SENDIASS)
- Visual Impairment Service
- Hearing Impaired Service

### **5.13 Making a Complaint**

We hope that such a situation does not arise and that any concerns are addressed with our Assistant Head – Director of Inclusion in the first instance. However, should you wish to make a complaint, our complaints procedure is available on the Academy website.

### **5.14 Review**

The Special Educational Needs & Disability Policy will be reviewed annually