



Special Educational Needs Policy 2021-2022

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Ratified by the Board of Trustees/Local Governing Body

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1. Aims

The Warwickshire Academy is a Year 5 to Year 14 (KS2-5) special academy. We cater for pupils with Social, Emotional and Mental Health (SEMH) challenges and additional complex behaviors. Our aim is to ensure that our pupils reach their full potential in education and personal development by receiving the highest standards of teaching and care.

The Warwickshire Academy believes that all children and young people are entitled to an education and care that enables them to:

- Achieve their best.
- Become confident individuals living fulfilling lives.
- Make a successful transition into their adult lives.

In response to:

- [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 SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out Schools responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs)
- Autism Act 2009
http://www.legislation.gov.uk/ukpga/2009/15/pdfs/ukpga_20090015_en.pdf
- National Institute for health and clinical excellence (NICE), information about NICE clinical guidelines 128, (2011) 'care for children and young people who may have autism'
<https://www.nice.org.uk/guidance/cg170/chapter/Introduction>

2. SEND Categories

The Warwickshire Academy caters for children and young people with a wide range of SEN difficulties including:

- Social, Emotional and Mental Health (SEMH) (including Adverse Childhood Experiences and Early Life Trauma)
- Autistic Spectrum Disorder (ASD)
- Attachment Disorder
- Behaviour Emotional and Social Difficulties (BESD)

Access to support over and above what is provided generically in our settings, may be required for some individuals or groups.

2.2. Social, Emotional and Mental Health /Educational Behavioural Difficulties

SEMH/EBD difficulties are overarching terms for children who demonstrate difficulties with emotional regulation and/or social interaction and who may be experiencing mental health problems.

Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

2.3. ASD

Autistic Spectrum Disorder (ASD) is a lifelong, complex developmental disability that affects the way a person communicates and relates to people around them. Individuals with an ASD diagnosis will show a range of characteristics, and no two individuals are affected in the same way. All individuals with ASD share, to differing extents, the triad of impairments affecting their ability to:

- Understand and use non-verbal and verbal communication (for example not fully understanding the meaning of gestures, facial expressions or tone of voice).
- Understand social behaviour which affects their ability to interact with others.
- Think and behave flexibly — which may be shown in restricted, obsessional or repetitive activities, a limited imagination and/or difficulty with change.

In addition, some children and young people with ASD have sensory needs in relation to an enhanced or reduced perception of sounds, sights, smell, touch and taste, which affects their response to these sensory input and integration. They may also have coordination and planning difficulties and unusual sleep and behaviour patterns.

All the above difficulties mean that the young people are often highly anxious from trying to make sense of the world, and this may have an effect on their behaviour.

2.4. Attachment Disorder

Attachment disorder is a condition shown in children and young people by a lack of emotional responsiveness especially to caregivers and by emotions such as fear and sadness. Often this disorder will mean that the individual has difficulty forming healthy attachments.

3. **The Warwickshire Academy will**

- Provide a caring, respectful, and nurturing environment in which everybody feels safe and able to learn.
- Ensure the children and young person's views are listened to.
- Ensure equality of opportunity for each pupil.
- Foster dignity, self-respect, and independence.
- Recognise and seek to maximise each child/young person's potential.
- Ensure well managed establishments with staff committed to achieving high standards for each child and young person.
- Ensure that all settings are appropriately set up to meet the needs of the children and young people within the setting.
- Offer a broad, balanced, relevant curriculum in a stimulating and exciting learning environment.
- Work in partnership with parents, carers, authorities, and other outside agencies to ensure children and young people are given the greatest opportunity to succeed.
- Monitor attainment and progress and ensure that parents/carers and funding bodies have appropriate, relevant information.

- Provide an assessment of the individual special educational needs within the setting of the within the first twelve weeks of a placement.
- Ensure appropriate provision is made to meet the needs identified in the individuals Education, Health and Care Plan and/or based on the assessment findings.
- Ensure a member of staff acts as SENCO within each Academy to co-ordinate statutory processes and provide advice and support for staff in Academy.
- Ensure all staff have an understanding of the range of SEN difficulties experienced by the pupils as part of their induction. Provide further in-depth training for highly specialist settings or needs as appropriate.
- Provide a baseline assessment.
- Identify areas of need and implement appropriate provision, activities, and curriculum to support those needs.
- Provide therapeutic interventions in line with identified needs on the Education, Health and Care Plan and/or initial assessment.
- Provide termly reports on progress.
- Provide Post Admission and Annual reviews identifying progress, attainment, objectives, and future programmes.
- Evaluate the provision to identify any specific arrangements / resources for cohort groups.
- Maintain a provision map to monitor needs and implementation.
- Include children and young people in planning and decision making.
- Work closely with parents or carers and their families, consulting them about the young person.
- Plan an individualised, needs-led transition into the setting.
- Raise awareness with children and young people of equality, diversity, and the impact of their specific needs.
- Modify the environment and provide appropriate resources, as far as possible, to take account of the individual difficulties with sensory stimuli or sensory integration experienced by some children and young people.
- Provide opportunities for children and young people to generalise skills learnt in one setting/lesson to other situations/settings.

- Recognise that Information and Communications Technology can be a particularly effective medium for children and young people and provide appropriate support.
- Continue to develop and implement a continuum of provision in accordance with latest research.
- Provide appropriate resources to meet pupils' SEN needs.
- Ensure all transitions both internal and external are managed effectively and specifically planned to meet the needs of the individual.

4. Good Practice Guidance

The following are examples of some of the types of strategies which The Warwickshire Academy may use to support pupils, along with personalised curricula and clinical support informed by individual EHCP.

- Low arousal spaces
- Sensory rooms
- Movement breaks
- Communication programmes
- Social skills programmes
- Anxiety management programmes
- Emotional regulation programmes
- Resilience exercises
- Life skills teaching
- Community activities
- Specific structured teaching methods
- Support for break and lunchtime activities
- Visual timetables
- Social stories/scripts/Comic strip conversation

5. Further Reading

- Mental Health Interventions and Services for Vulnerable Children and Young People 1st Edition by [Panos Vostanis](#) (ISBN-13: 978-1843104896)
- Autism Education Trust Progression Framework at:
 - <https://www.autismeducationtrust.org.uk/shop/pf-shop/>
- 'The reason I jump' – Naoki Higashida
- Autism: a very short introduction – Uta Frith (ISBN: 978-0-19-920756-5)
- Starving the Anxiety Gremlin: A Cognitive Behavioural Therapy Workbook on Anxiety Management for Young People (Gremlin and Thief CBT Workbooks) Paperback – 15 Jan 2013 (ISBN-10: 9781849053419)
- Autism and Asperger Syndrome – Simon Baron-Cohen (ISBN: 978-0-19-850490-0)
- Cool Connections with Cognitive Behavioural Therapy: Encouraging Self-esteem, Resilience and Well-being in Children and Young People Using CBT Approaches 1st Edition. Laurie Seiler (ISBN-13: 978-1843106180)
- 'Thinking in Pictures' – Temple Grandin
- NICE: Autism (quality standard 51) 2014
- ASC in the secondary Academy – Lynn Plimley / Maggie Bowen
- Can I tell you about ADHD: A guide for friends, family and professionals ISBN-10: 9781849053594 approx.
- How to identify and support children with ASC difficulties – Jane Speake
- Educating students on the ASC spectrum: a practical guide – Martin Hanbury
- Positive behaviour strategies to support children and young people with ASC – Martin Hanbury
- Aspergers Syndrome – Tony Attwood

6. This Policy is written in reference to the following

- Equality Act 2010: advice for Academy's DfE May 2014, last updated June 2018
- Academy's SEN Information Report Regulations (2014)
- Transforming Children and Young People's Mental Health Provision: a Green Paper. Secretary of State for Education 2017
- 'Excellence for all children' DfE 1997
- Every Child Matters 2003
- Children and Families Act 2014
- Aiming High for Disabled Children 2007
- Lamb Inquiry review of SEN 2009
- Education Act 2011
- A good education for all (Ofsted) 2012
- Ofsted Inspection Handbook
- BILD Learning Disabilities Core Skills Education and Training Framework
- Autism Education Trust Resources at: <https://www.autismeducationtrust.org.uk/>
- The SEND Gatsby Benchmark Toolkit Practical information and guidance for Academy's and colleges.
- Careers and Enterprise Fund 2018

Changes

Description	Date	Page	Section