

Madeley Academy



Special Educational Needs and Disability/Inclusion Policy Including the Accessibility Plan

Prepared by: Natasha Mistry/Jeanette Furlong

Date: September 2023

Review Date: September 2024

Madeley Academy is committed to an inclusive education for all its students, regardless of their Special Educational Need or Disability. The Academy will have regard to the Special Educational Needs and Disability Code of Practice (2015), which provides statutory guidance on duties, policies and procedures, relating to Part 3 of the Children and Families Act 2014. The Academy will ensure that all students with Special Educational Needs receive the appropriate support as outlined in the 'Special Educational Needs: Code of Practice' (DfE, 2015). Students with a disability will receive appropriate support taking into account the guidance in 'The Equality Act 2010'.

Madeley Academy is an inclusive school and is proactive in thinking ahead to anticipate the barriers that students with learning and physical disabilities may face. The Academy takes active steps to minimise these barriers to enable students to access a full curriculum and to be fully included in all aspects of school life. The Academy operates a whole-school approach to special needs provision where all staff are responsible for meeting students' special needs and are expected to ensure suitable differentiation and accessibility to the full curriculum.

Aims

- ⇒ To define 'Special Educational Needs and Disability'
- ⇒ To ensure all students are fully integrated into the Academy and individual needs are assessed and supported as far as is practicable within a mainstream educational establishment
- ⇒ To be guided by the Special Educational Needs Code of Practice and related legislation
- ⇒ To ensure that applications for admission from all potential students are considered in line with the published Rules for Admission
- ⇒ To demonstrate a commitment to developing access to the Academy and the full curriculum for all students
- ⇒ To outline the roles and responsibilities of the Link Governor, Headteacher, SENDCo, Teaching staff and Support staff
- ⇒ To develop a culture of inclusion where staff working with students with SEND have appropriate information, support and training
- ⇒ To ensure appropriate mechanisms are implemented regularly to ensure students' needs are met, to assess progress and to ensure that parents/carers with SEND children are fully consulted
- ⇒ To enable the Academy to identify students, previously not identified, with SEND and to implement the appropriate procedures to provide support
- ⇒ To analyse the impact of specific funding on accessibility, progress and provision for individual students
- ⇒ To reduce barriers and promote accessibility

Special Educational Needs and Disability and the Academy Culture

As stated in the SEN Code of Practice (2015) a student of compulsory school age has a learning difficulty or disability if they have 'a significantly greater difficulty in learning than the majority of others of the same age' or 'has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions'. Disability is defined as a 'physical or mental impairment which has a long-term and substantial effect on their ability to carry out normal day-to-day activities' (Equality Act, 2010). Impairments include sensory impairments, such as those affecting sight or hearing. People who have had a disability are protected from discrimination, even if they no longer have a disability; mental illnesses that are clinically well-recognised are also included. Nevertheless, not all students with SEND will necessarily have a disability under this legislation.

We are committed to providing an inclusive setting, which values and includes all students, staff, parents and visitors, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Madeley Academy will regularly monitor and review, where applicable, the needs and provision for all students. We are committed to ensuring inclusivity of all students to access the

complete curriculum, through differentiation, allocation of resources and sharing information and strategies with staff.

Students at Madeley Academy may need extra help because of:

- A physical disability
- A sensory impairment
- A medical or health condition
- Social, emotional and mental health difficulties
- A specific learning difficulty with reading, writing and mathematics
- Learning difficulties in acquiring basic skills
- Speech and language difficulties

Our Special Educational Needs Coordinator (SENDCo) who has received appropriate training for this role is Mrs Natasha Mistry. The Senior Deputy Headteacher, Mrs Jeanette Furlong, oversees the SEND area on behalf of the Headteacher. The Academy ensures that all Governors understand special needs and the nature of support needed to ensure all students' performance and opportunities are maximised. The named Governor is Mrs Caroline Harding-Jack who provides scrutiny and feeds back to the Governing Board.

The following policies are in place and can be found on the Academy's website:

- Exam Access Arrangements Policy
- Curriculum Statement

Please also refer to SEND Telford & Wrekin's Local Offer, which aims to provide information on what services you can expect from local agencies including education, health and social care.

http://www.telford.gov.uk/info/20027/special_educational_needs_and_disability_send

Special Needs Admissions

The Academy will admit students from across the whole ability range from right across Telford in accordance with the Rules for Admissions.

Where applicants have been identified as having an Education, Health and Care Plan (EHCP), a representative from Telford and Wrekin Local Authority will liaise with the Headteacher or representative to assess the suitability of the Academy's provision for the applicant prior to admission.

Meetings with parents/carers of students who have an EHCP will be arranged prior to transfer to ensure that all relevant information is gathered and appropriate provision is organised. Where possible, the SENDCo will attend the Year 6 Annual Review and will liaise directly with the feeder primary school.

Identification and Assessment of Students with SEND/Inclusion Needs

Early identification and assessment for any student who may have SEND is essential.

Assessment should not be regarded as a single event, but as a continuing process. The Academy will be responsive and open to the expressions of concerns by parents/carers and take account of any information that parents/carers provide about their children. Some students may also express concerns about their own progress, which will be treated seriously with SEND students being fully involved in their learning process. Other professionals may become aware of issues as they work with students and these will also be taken seriously and followed up appropriately. The Academy will ensure that parents/carers are aware of the Telford and Wrekin Local Offer which will provide parents/carers with advice and support.

For Year 6 students with SEND needs, there will be liaison during transition to share information and strategies. On entry, all students' literacy and numeracy ages will be tested to further support targeted interventions. All students on the SEND Register will have a Communication Passport detailing key information and strategies that can be used to support them. All students on the SEND Register will be allocated a Key Worker (Teaching Assistant) who will oversee their needs.

Identification of Students with SEND

It is acknowledged that the request for support for individual students can occur at any time. The identification of need can come from any one of a number of sources. For example:

- Subject Teacher
- Personal Tutor
- School Nurse
- Feeder Primary School
- Any member of staff
- Parents/carers
- Outside Agencies
- The individual student

The identification of a student's SEND needs may take a variety of forms including:

1. Evidence from teacher observation and assessment
2. A student's performance against level descriptions within the National Curriculum highlighted through the Progress Point reports
3. Standardised screening or assessments
4. Collation of a number of performance indicators
5. External agency reports such as a LSAT or EP

The SENDCo will co-ordinate the referrals and assessments through the relevant personnel and in full consultation with parents/carers who will have regular input regarding the provision made for their child.

The Academy will adopt a Graduated Response approach (Assess, Plan, Do, Review) to match the special educational provision to the needs of the students, with due regard to the Special Educational Needs and Disability Code of Practice (2015).

The provision for SEND students is formally costed and funding is evaluated regularly to assess value for money and the impact of that funding. Students with an EHCP will receive some additional funding to assist their provision, which will be reviewed yearly at the Annual Review. The majority of students on the SEND Register are classified as 'SEND Support' students and the majority of their support-needs is funded from within the main Academy baseline funding. Further information on funding and how this may be spent is available in Telford and Wrekin's Local Offer.

All data collected will be processed in accordance with the UK GDPR data protection principles and the Protection of Freedoms Act 2012.

English as an Additional Language (EAL)

The identification and assessment of the SEND of a student whose first language is not English requires particular care. It is necessary to consider the student within the context of their home, community and culture. However, when a student who uses English as an additional language makes slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties. In such cases the Academy will look carefully at all aspects of the student's performance in different curriculum areas to establish whether the difficulties they have are due to limitations in understanding English or from SEND.

Promoting an Inclusive Culture through Learning Support

The Academy operates a whole school approach to special educational provision. This means that all staff will be responsible for meeting the special educational needs of all students through a continual cycle of planning, differentiation, assessment and reviewing.

Effective teaching will provide the foundation for maximising student performance. To this end, the teaching staff will:

- Provide a curriculum which enables all students to realise their full learning potential and to access the full curriculum
- Ensure resources are differentiated according to need
- Consult Communication Passports for students to inform strategies and monitor progress
- Keep up-to-date with training and resources on SEND
- To identify concerns and seek support from the SENDCo
- To make effective use of Teaching Assistants and to collaborate with them

Promoting an Inclusive Curriculum

Our aim is to raise aspirations and outcomes through an ambitious curriculum, which offers all students:

- A strong academic core
- A breadth of subjects
- A wealth of enrichment opportunities

Intention: Our intention is that all students should be able to access the full academic curriculum and the extended curriculum. This covers teaching and learning within lessons and the extended curriculum of the Academy, including participation in after-school clubs, and leisure/cultural activities or Academy visits. The SENDCo and teachers will aim to remove barriers to participation and ensure accessibility for all students.

Implementation: Sequences of work are further detailed in session plans, which are supported by Communication Passports for individual students to support their access to the full curriculum. The Academy is committed to an ethos of inclusion, where expectations are high for students with SEND and where barriers to participation are reduced, so that the full curriculum offer is accessible for all.

Students with identified SEND needs will each have a Communication Passport. This will be an internal document, shared with students, teacher and parents (upon request), detailing the students' individual needs and any adaptations to the school curriculum or environment they may require. Students will have the opportunity to create their communication passport alongside their key team and have the opportunity to evaluate the effectiveness of any additional provisions of which they are in receipt.

An on-going staff development programme and weekly Special Needs Bulletin, provide staff with extra support, guidance and strategies. The Special Needs Team meets weekly and the Teaching Assistants have a variety of specialisms within the team for which they have their own CPD provision in place.

The Academy building complies with the standards and regulations outlined in the Disability Discrimination Act 1995. The Academy building is accessible to all those with a physical disability, including lifts and disabled toilets and changing facilities. In addition, staff are fully trained on evacuation procedures and the use of EvacChairs. Staff have completed Moving and Handling Training, and work closely with occupational therapy and physiotherapy specialists to adapt all aspects of the curriculum. Furthermore an after-school club takes place aimed at students with physical disabilities, which involves inclusive sports, including the opportunity to compete with other local schools.

In terms of transition at Year 11 or Year 13, our in-house careers team works closely with external providers to secure suitable next steps for SEND students.

Impact: Year 11 SEND students typically score above the National Average at GCSE and leave the Academy with strong destinations and a positive Progress 8 score. All SEND students study the full curriculum offer and are supported to participate in extracurricular activities. Targeted literacy and numeracy interventions demonstrate catch up progress for the majority of students with below chronological reading and numeracy ages.

Monitoring and Evaluating

We regularly welcome the views of parents/carers and the students. These views can be sought through the annual review process for those with an EHCP and, informally through communication with their personal tutor, Year Manager or a member of the SEND team.

The progress of students on the SEND register is monitored termly through their behaviour logs, Progress Point reports, Wave data and attendance data. This is used to assess where specific support and intervention needs to be put in place. All students are in receipt of Quality First Teaching where their progress is carefully monitored and tracked. Targeted intervention for students not making adequate progress then take place. The SEND department is informed if progress is still not made and more specialised support may be required from learning mentors or key workers.

All students on the SEND register have a named Key Worker who monitors progress termly through their Progress Point data. Intervention for students with concerns is very much individualised and is coordinated by the key worker and SENDCo. Interventions can include:

- Social Skills sessions
- Small group support such as reading programmes
- Health Plans in conjunction with the School Nurse
- Nurture support
- Use of reading software or hearing loops
- Input from the Mental Health Team

Accessibility Plan - The Physical Environment

The Accessibility Plan addresses the three strands of the statutory requirements, and is the basis in which action plans will be drawn up and regularly reviewed:

Improving access to the physical environment of schools. This covers improvements to the physical environment of the Academy and physical aids to access education.

Improving the delivery of written information to students with learning difficulties. This will include planning to make written information that is normally provided by the Academy to its students available to students with learning difficulties. Examples might include handouts, timetables, textbooks and information about Academy events. The information will take into account of students' learning difficulties, plus students' and parents' preferred formats, which will be made available within a reasonable time frame.

Procedure

To identify any potential barriers to access for both students with learning difficulties and physical disabilities, a needs analysis checklist has been completed – **Appendix 1**.

From the findings of this checklist an Action Plan has been written. This action plan will form part of the Academy Improvement Plan agenda. Progress will be reviewed annually and the accessibility plan adjusted accordingly.

Appendix 1

Identifying Barriers to Access: Checklist

Section 1: How does your Academy deliver the curriculum?

Question

YES	NO
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>

Do you ensure that teachers and teaching assistants have the necessary training to teach and support students with disabilities?

Are your classrooms optimally organised for students with disabilities?

Do sequences of lessons provide opportunities for all students to achieve?

Are sequences of lessons responsive to student diversity?

Do sequences of lessons involve work to be done by individuals, pairs, groups and the whole class?

Are all students encouraged to take part in music and physical activities?

Do all staff recognise and allow for the mental effort expended by some students with disabilities for example using lip reading?

Do all staff recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?

Do staff provide alternative ways of giving access to experience or understanding for students with disabilities who cannot engage in activities, for example some forms of exercise in physical education?

Do you provide access to computer technology appropriate for students with disabilities?

Are Academy visits, including overseas visits, made accessible to all students irrespective of attainment or impairment?

Are there high expectations of all students regardless of disability?

Do staff seek to remove all barriers to learning and participation?

Section 2: Is your Academy designed to meet the needs of all students?

Question

Does the size and layout of areas including all academic, sporting, play, social facilities; classrooms, the theatre, restaurant, library, gymnasium and outdoor sporting facilities, playgrounds and learning centres allow access for all students?

YES	NO
<input checked="" type="checkbox"/>	<input type="checkbox"/>

Can students who use wheelchairs move around the Academy **without** experiencing barriers to access such as those caused by doorways, steps, toilet facilities and showers?

<input checked="" type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------

Are pathways of travel around the Academy site and parking arrangements safe, routes logical and well signed?

<input checked="" type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------

Are emergency and evacuation systems set up to inform all students, including students with SEND and disability?

<input checked="" type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------

Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?

<input checked="" type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------

Could any of the décor or signage be considered to be confusing or disorienting for disabled students?

<input type="checkbox"/>	<input checked="" type="checkbox"/>
--------------------------	-------------------------------------

Are areas to which students should have access well lit?

<input checked="" type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------

Are steps made to reduce background noise for hearing impaired students such as considering a room's acoustics, noisy equipment?

<input checked="" type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------

Is furniture and equipment selected, adjusted and located appropriately?

<input checked="" type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------

Section 3: How does your Academy deliver materials in other formats?

Question

Do you provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?

YES	NO
<input checked="" type="checkbox"/>	<input type="checkbox"/>

Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities eg by reading aloud from the screen and describing diagrams?

<input checked="" type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------

Do you have the facilities such as ICT to produce written information in different formats?

<input checked="" type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------

Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?

<input checked="" type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------

Do you work closely with external agencies e.g. Sensory Inclusion Service to meet individualised needs both physically and curriculum-based?

<input checked="" type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------

Madeley Academy - Accessibility Plan 2023-24

IMPROVING ACCESS TO THE CURRICULUM

Target	Action	Resources	Timeframe	Outcomes
A1: Continue to develop a range of learning resources that are accessible for students with different disabilities	Heads of Departments to review resources in their curriculum areas. SEND team to communicate with relevant outside agencies to determine appropriate equipment on an individual basis.	Time/training	July 2024	Students with disabilities have increased access to curriculum materials and reduced barriers to accessing the curriculum
A2: Teachers to continue to use their knowledge of different teaching and learning styles to adapt the curriculum and classroom environment, effectively deploying support staff to enhance the learning of students with SEND	Staff observations & feedback CPD sessions QA checks Cross reference to individual Communication Passports	Time/training	July 2024	Teachers use multiple intelligence principles to suit a wide range of learning styles. Higher attainment for students with SEND disabilities
A3: Teachers to continue to develop skills to deal with students who have specific disabilities	SEND staff provide or arrange specific training for new and existing staff relating to disabilities experienced by students. Utilise the Academy's communication passport and risk assessment process to engage teachers in developing knowledge on an individual basis.	Time/training	July 2024	Staff have greater understanding of disability issues Students have reduced barriers to accessing the curriculum and higher achievement. Students are able to access the full extended curriculum
A4: To have a wider use of assistive technology in the classroom	Staff to have CPD and utilise this within their classroom, following the students' communication passports.	Time/Training	July 2024	Students who require assistive technology will develop the skills and utilise them across their learning

B - IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

Target	Action	Resources	Time-frame	Outcomes
B1: Ensure fire procedures take account of the needs of students with disabilities	a) Review the needs of the identified students b) Ensure that appropriate provision has been established c) Fire procedures for wheelchair students are clearly in place d) Use of tactile signage.	Financial resources funding for regular training on the use of evacuation chairs Time/training Student risk assessments and/or PEEPs	Annually	Identified students are safe and have a clearly recognised set of procedures to meet their needs in case of fire. Intercom help points at the top of each staircase. Evacuation chairs are in place – members of staff are trained on the correct and safe use of these. Evacuation chairs are regularly serviced under the guidance of the site managers.
B2: Ensure that there is appropriate vehicle access for students with physical disabilities	Review the needs of identified Students. Ensure that appropriate provision and safety has been addressed	Financial resources Site management Car passes	Annually	Identified students have access when required to disabled parking provision
B3: To constantly review access to the physical environment for students with physical disabilities	Review the access to individual Rooms and around site ensuring appropriate adaptations are made feasible	SENCO, Advice sought from Occupational Therapy when required	Annually	Physical environments will be reviewed and evaluated frequently with the support of the Occupational Therapy Service. Appropriate Risk Assessments will be carried out regularly and evaluated in line with the SEND and Health & Safety Policies

C - IMPROVING ACCESS TO INFORMATION

Target	Action	Resources	Time-frame	Outcomes
C1: Make information more accessible to students (and parents) with disabilities	Use national and local recommendations to develop plans to make information more accessible	Local authority guide to making information more accessible Teaching staff, Parent and Student feedback	July 2024	Academy is able to respond quickly to requests for information in alternative formats