

## **THE VENERABLE BEDE CHURCH OF ENGLAND ACADEMY SEND POLICY**

*“Whoever welcomes one such child in my home welcomes me, and whoever welcomes me welcomes not me but the one who sent me”. Mark 9.37*

### **1. AIMS**

Our mission at the Venerable Bede is to 'create a stimulating, secure and caring environment within which all members of our community will realise their potential in the light of the Christian Gospel'.

The SEND policy builds on this and reinforces the need for teaching that is fully inclusive. We value the abilities and achievements of all our SEND students and we are committed to providing for each student the best possible environment for enjoyable learning so they can access a broad and balanced curriculum, develop life long skills and achieve their full potential. Our aim is to prepare students so they are equipped for life after school in further education, training or the work place.

The partnership between school and home is extremely important and crucial to the success of our young people. We work in close partnership with outside agencies to support the needs and provision for learners with special educational needs. Personalised strategies and interventions are regularly reviewed and shared with teachers and support staff, to ensure appropriate provision is provided for academic success. Teaching and supporting SEND students is a whole school responsibility requiring a whole school response.

Our aim is to ensure that each individual on the SEND register is happy and cared for effectively, in a learning environment that promotes their academic, physical, social, emotional, cultural, moral and spiritual development.

We recognise that many students will have special or additional needs at some time during their school life. In implementing this policy, we believe students will be helped to overcome their difficulties. (Appendix 1 and 2)

### **2. ROLES AND RESPONSIBILITIES**

The SEND team of the school is:

Assistant Head link for Inclusion: Mr Christian Roberts

SEND Coordinator (SENDCO) : Mrs Susan Percival

SEND Governor: Mrs Elizabeth Grey

Learning Support Assistants:

Mrs Kay Brown

Mrs Julie Johnson

Mr Ian Lauder

Mrs Karen Maughan

Mrs Jackie Reed

Mrs Diane Thirlwell

#### **2a THE ROLE OF THE SENCO**

The SENCO plays a crucial role in the school's SEND provision. This involves working with the Link Assistant Head and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- overseeing the day-to-day operation of the school's SEND policy

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- co-ordinating the provision for students with SEND supported by a provision map
- monitoring, evaluating and reporting on the provision for learners with SEND to the governing body in conjunction with the SEND Governor and SLT link
- liaising with Heads of Year and Student Support and Behaviour Intervention Teacher to support the co-ordination of strategies
- liaising with and giving advice to fellow teachers so that quality first teaching can take place for all students, including those with SEND
- updating the SEND register and making this available to staff
- managing Learning Support Assistants
- overseeing students' records including producing and reviewing support plans and reviewing Education, Health and Care Plans (Statements).
- updating student personal care plans, toileting plans and moving and assisting plans
- liaising with parents and informing them of any provision that has been made for their child
- making a contribution to INSET
- liaising with external agencies, LEA support services, Health and Social Services and voluntary bodies
- liaising with primary schools and colleges for transition

### **2b THE ROLE OF THE GOVERNING BODY**

The Governing Body's responsibilities to students with SEND include:

- ensuring that provision of a high standard is made for SEND students
- ensuring that a 'responsible person' is identified to inform all those involved with teaching and supporting students with Education, Health and Care Plans/Statements
- ensuring that SEND students are fully involved in school activities
- having regard to the Code of Practice 2014 when carrying out these responsibilities
- being fully involved in developing, monitoring and subsequently reviewing the SEND policy

### **2c THE ROLE OF THE LEARNING SUPPORT ASSISTANT**

- Provide expertise in the education of students with SEND
- Support SEND students in mainstream lessons wherever possible with a priority given to foundation subjects and classes with a greater percentage of SEND
- Feedback to the department any concerns that arise about a student's academic progress and/or health and well being
- Ensure the subject teacher is fully informed as to the strengths and problems of the individual student
- Develop, adapt and tailor resources to aid individual students in accessing the curriculum
- Reward students and give positive feedback for achievement and hard work
- Assist in identifying need and setting targets for individual students
- Assist those SEND students with physical disabilities with mobility, toileting and feeding when necessary
- Provide 1:1 or small group support with reading, literacy, numeracy, subject understanding and social interaction during periods of withdrawal
- Mentor SEND students on a regular basis to support them with their academic, social and emotional development

### **2d THE ROLE OF THE SUBJECT TEACHER**

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

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- being aware of the school's procedures for the identification and assessment of, and subsequent provision for SEND students
- collaborating with the SENDCo to decide on the action required to assist the student to progress
- working with the SENDCo to collect all available information on the student
- to deliver differentiated quality first teaching to all students , including those with SEND using recommended strategies

### **2e THE ROLE OF THE HEADTEACHER**

The Headteacher's responsibilities include:

- keeping the Governing Body well informed about SEND within the school
- working closely with the SLT link for SEND
- ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

### **2f THE ROLE OF PARENTS**

- Communicate with the school regularly
- Recognise specific needs of their child
- Help their child to develop and improve their skills and meet targets
- Attend reviews and parent meetings

### **2g THE ROLE OF STUDENTS**

- Explore their own capabilities and discover "something they are good at"
- Are active participants in their own self-development and reviews
- Make the most of the full range of their abilities within the framework of opportunities provided

## **3. CO-ORDINATING AND MANAGING PROVISION**

SEND provision is an integral part of the School Development Plan and further detail on future progress with respect to its co-ordination and management is contained in the Learning Support Department's Development Plan.

## **4. ADMISSION ARRANGEMENTS**

The School Admissions Code of Practice requires children and young people with SEND to be treated fairly. Admissions authorities:

- must consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures
- must not refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs
- must not refuse to admit a child on the grounds that they do not have an EHC plan

The Venerable Bede Church of England Academy is a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All students are welcome, including those with special educational needs and disabilities.

## **5. ALLOCATION OF RESOURCES**

The Governing Body ensures that resources are allocated to support appropriate provision for all students requiring it, and in meeting the objectives set out in this policy.

The overall level of funding (the Notional Budget) for SEN is delegated directly to the academy and is identified in the budget statement. Details of how resources are allocated to and amongst students with SEND are included in the Governors' Annual Report to Parents.

## **6. IDENTIFICATION, ASSESSMENT, PROVISION AND REVIEW**

### **6a. EARLY IDENTIFICATION**

Early identification of students with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain student progress through:

- evidence obtained by teacher observation/ assessment including the Primary SENCo and/or Year 6 teacher
- their performance in N.C. judged against level descriptions
- student progress in relation to objectives in the National Literacy / Numeracy Strategies.
- standardised screening and assessment tools
- records from feeder schools
- information from parents
- PIVATS information
- reading Age tests

### **6b. SEND PROVISION**

On entry to the school each child's attainment will be assessed in order to ensure continuity of learning from primary school, or transference from another secondary school. For students with identified SEND, the SENDCo and pastoral colleagues will:

- use information from the previous school to shape the student's curriculum and pastoral provision
- identify the student's skills and note areas that require support
- ensure on-going observations/assessments and provide regular feedback on achievements/ experiences, in order to plan next steps in learning
- ensure students have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme
- involve students in planning/agreeing their own targets
- involve parents in a joint home-school learning approach

### **6c. THE RANGE OF PROVISION**

The Learning Support base is situated in room 25 with an adjacent office for the SENDCo

The main methods of provision made by the school are:

- additional help and support by subject teachers and learning support assistants through a differentiated curriculum
- use of support strategies identified by the SENDCo and included on the SEND register
- supported small group or 1:1 work in room 25
- Read, write, inc programme for literacy intervention
- 1:1 paired reading
- GENTOO or volunteer paired reading
- handwriting intervention

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- spelling intervention
- numeracy intervention
- times tables intervention
- telling the time intervention
- ASD intervention
- alternative curriculum activities including the Prince's Trust XL Club programme
- individual mentoring sessions with Learning Support Assistants
- access to computers, ipads and specialist materials and equipment eg dyslexia reading rulers, predicted text programme
- lunch and break clubs in room 25 for vulnerable students
- early leave/ toilet pass/ priority pass for lunch
- "time out" card to access room 25 if necessary
- access to lift
- nurturing room (room 25)
- homework club with LSA support
- hydro pool visits
- Sportsability Group
- transition support – visits for KS2 to 3 and KS4 to 5
- Exam Access – extra time/scribe/lap top/reader
- Summer school
- specialist support and advice on strategies, equipment or staff training from services eg. Educational Psychologist / Speech and Language Therapist / Autism Outreach/ Parent Partnership/ Physiotherapy Service/ Occupational Therapy/ School Nurse/ consultants/GPs/ CAMHs/CYPS/Connexions
- reviews with student and parent

### **English as an additional language**

Particular care will be needed with students whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required by liaising with the EFL service.

### **6d. MONITORING STUDENT PROGRESS**

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- narrows the attainment gap between student and peers
- prevents the attainment gap widening
- is equivalent to that of peers starting from the same baseline but less than the majority of peers
- equals or improves upon the student's previous rate of progress
- ensures full curricular access
- shows an improvement in self-help and social or personal skills
- shows improvements in the student's behaviour
- is likely to lead to Further Education, training, and/or employment

Where teachers decide that a student's learning is unsatisfactory, the SENDCo is the first to be consulted. The SENDCo and teacher will review the approaches adopted. There is a graduated response as outlined in the Code of Practice.

Where support, additional to that of quality first provision is required, it will be provided through a graduated response starting at **School Action**. If, after further consideration, a more sustained level of support is needed with involvement of other agencies, it would be provided through **School Action Plus**. (See appendix 3). Where concerns remain despite sustained intervention, the school will consider requesting an **Education, Health and Care Plan (EHCP)**. Parents will be fully consulted at each stage.

The school also recognises that parents have a right to request an Education, Health and Care Plan.

#### **6e. RECORD-KEEPING**

The school will record the steps taken to meet students' individual needs. The SENDCo will maintain the records and ensure access to them. In addition to the usual school records, the student's profile will include:

- information from previous school/phases
- information from parents
- information on progress and behaviour
- student's own perceptions of difficulties
- information from health/social services
- information from other agencies

Teaching SEND students is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in students' abilities, aptitudes, and interests. Some students may need increased levels of provision and support. The Code of Practice advocates a graduated response to meeting students' needs. When they are identified as having SEND, the school will intervene through a graduated response, School Action and School Action Plus (Appendix 3)

#### **6f. SUPPORT PLANS**

Strategies for student' progress will be recorded on the SEND register and form a support plan including information on:

- relevant medical information
- relevant academic and/or behaviour information
- provision made and stage
- teaching strategies
- interventions

#### **6g. REQUEST FOR AN EDUCATION AND HEALTH CARE PLAN**

The school will request an Education, Health and Care when, despite an individualised programme of sustained intervention within School Action Plus, the student remains a significant cause for concern. An EHCP might also be requested by a parent or outside agency. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers

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- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set.

A decision will be made by a group of people from Education, Health and Social Care about whether or the child is eligible for an EHC Plan.

### **The Education, Health and Care Plans [EHC Plan]**

Following Statutory Assessment, if it is decided that the child's needs are not being met by the support that is ordinarily available, an EHC Plan will be provided by the Local Authority SEN Team. The school and the child's parents will also be involved in developing and producing the plan. Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed by the Local Authority at least annually. The annual review enables provision for the student to be evaluated and, where necessary, any changes to be put in place.

The content of the EHC Plan should include:

- the views, interests and aspirations of the child and their parents or young person
- the child's SEN/D
- the outcome sought
- the special educational provision required, including where provision is to be delivered
- through a direct payment, the needs and outcomes to be met by the payment
- any health and social care provision
- any additional provision

An EHCP will normally be provided where, after an Assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for an EHCP does not inevitably lead to an EHCP.

### **6h. REVIEWS OF EDUCATION, HEALTH AND CARE PLANS**

EHC Plans must be reviewed at least annually. The Local Authority will inform the Headteacher at the beginning of each term of the pupils requiring reviews. The SENDCo will organise these reviews and invite:

- the child's parent(s).
- the child.
- the relevant academy staff.
- a representative of the Local Authority.
- any other person the SENCO considers appropriate who is involved in the plan

The aim of the review will be to:

- obtain and take into account the views of the pupil.
- assess the pupil's progress in relation to the targets set.
- review the provision made for the pupil in the context of the National Curriculum and Levels of Attainment in basic Literacy/Numeracy and Life Skills etc.

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- consider the appropriateness of the existing plans in relation to the pupil's performance during the year and whether to cease, continue, or amend it.
- set new targets for the coming year.

Year 11 reviews will be significant in preparing for the student's transition to employment, Further Education, work-based training, Higher education, and adult life. Transition Plans will be reviewed and involve the Connexions Service and any other relevant people involved with the young person.

### **The aim of the review will be to:**

- assess the student's progress in relation to the targets and outcomes
- review the provision made for the student in the context of the National Curriculum and levels of attainment in basic literacy / numeracy and life skills
- consider the appropriateness of the existing EHCP in relation to the student's performance during the year, and whether to cease, continue, or amend it
- set new targets and outcomes for the coming year

Year 9 reviews will be significant in preparing for the student's transition to KS4. Year 11 reviews will focus on the transition to college or preferred provision.

## **7. CURRICULUM ACCESS AND INCLUSION**

The Venerable Bede Church of England Academy strives to be an inclusive school, engendering a sense of community and belonging through its

- inclusive ethos
- broad and balanced curriculum for all students
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all children

At The Venerable Bede Church of England Academy we have adopted a whole-school approach to SEND policy and practice. Students identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school. The school is well equipped to allow students with physical disability to be fully integrated into mainstream education.

## **8. EVALUATING SUCCESS**

The success of the school's SEND Policy and provision is evaluated through:

- monitoring of classroom practice by the SENDCo, HOY and Heads of Department
- analysis of student tracking data and test results for individual students and for cohorts
- value-added data for students on the SEND Register
- consideration of each student's success in meeting targets
- termly monitoring of procedures and practice by the SEND Governor
- school self-evaluation
- the Governors' Annual Report to Parents
- the LEA SEND moderation process
- the School Development Plan/SEND Development Plan

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Students
- External professionals

## **9. COMPLAINTS PROCEDURES**

The school's complaints procedure is outlined in the school prospectus and on the SEN Information Report. The SEN Code of Practice outlines additional measures the LEA must set up for preventing and resolving disagreements. These will be explained to parents if required.

## **10. STAFF DEVELOPMENT AND APPRAISAL**

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND students. Part of the SENDCo's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEND students.

As a routine part of staff development, INSET requirements in SEND will be assessed. The Governing Body will undertake a similar review of training needs. LSA's requirements in supporting students' needs will be considered frequently. NQTs and staff new to the school will be given training on the school's SEND policy as part of their induction. The School's INSET needs will be included in the School Development Plan

## **11. LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES**

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEN students when it is considered necessary. Colleagues from the following support services will be involved with SEN students:

- Educational Psychologists
- Medical officers
- Speech and Language therapists
- Physiotherapists
- Autism Outreach
- Hearing impairment services
- Visual impairment services
- Child and Mental Health Service
- Occupational Therapy
- SEN Support Service
- Behaviour Team

In addition, important links are in place with the following organisations:

- Parent Partnership
- Specialist services
- The business community
- GENTOO
- Attendance and Inclusion Service
- Social Services
- Other groups or organisations including local primary schools
- LEA

### **Sunderland City Council's Local Offer**

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the

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services and provision that are available both to those families in Sunderland that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25. This information can be found at:

<http://search3.openobjects.com/kb5/sunderland/fis/localoffer.page>

### **12. PARTNERSHIP WITH PARENTS**

The Venerable Bede Church of England Academy firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

The school will make available, to all parents of students with SEND, details of the parent partnership service available through the LEA.

### **14. STUDENT VOICE**

The SEND department encourages all students on the register to take some responsibility for various activities ongoing in the department and room 25, particularly during break, lunch break and after school. The department encourages students not on the register to support SEND students either socially through games and activities or educationally with paired reading and numeracy support.

### **15. EQUALITY OF OPPORTUNITIES**

We aim to give all students, teaching staff and support staff equal opportunities to develop their full potential, celebrating individuality, realising self worth and recognizing each as a child of God. We believe it is essential that all members of the school community are regarded as individuals. Students will have their gender, cultural background, religion, language, ability and special needs taken into consideration, in order that they may reach their full potential. (Appendix 4)

## **Appendix 1**

### **DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

As stated in the Special educational needs and disability code of practice: 0 to 25 years (June 2014), 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age
- 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'.

#### **Disabled Children and young people**

- a person has a disability if he has "a physical or mental impairment which has a long-term and substantial adverse effect on his ability to carry out normal day-to-day activities". (Equality Act 2010)

The Venerable Bede Church of England Academy will have due regard for the Special Needs Code of Practice (2014) when carrying out our duties towards all students with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

## **Appendix 2**

### **Categories of Special Educational Need**

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to the following areas of need:

#### Communication & Interaction inc:

- Speech, language & communication needs (SLCN)
- Autistic spectrum condition (ASC) including Asperger's syndrome

#### Cognition and learning inc:

- Specific learning difficulty (SpLD)
- Moderate learning difficulty (MLD)
- Severe learning difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

#### Social, mental & emotional health inc:

- Attention, deficit, hyperactivity disorder (ADHD)
- Attachment disorder
- Anxiety disorder
- Disruptive disorder

#### Sensory and/or physical inc:

- Hearing impairment
- Visual impairment
- Multi-sensory impairment
- Physical disability

It is important to note that pupils may fit into more than one of the areas of need.

## **Appendix 3**

### **Changes to the Code of Practice from September 2014**

From September 2014 – July 2015 Year 9 and Year 11 Statemented pupils will transfer from having a Statement of Special Educational Needs onto a new Education, Health and Care Plan (EHCP) at their scheduled annual review meeting.

Pupils with Statements and those who were designated as 'SEN Support' will continue to have their needs met through the coordination of school based support.

Pupils with a Statement of Educational Needs (pre September 2014) or an Education, Health and Care Plan (post September 2014) will have an Annual Review of their statement/plan.

### **SEN Support - A graduated approach:**

The SEND Code of Practice advocates a graduated response to meeting a student's specific needs. Teachers are responsible and accountable for the progress and development of the students in their class. High quality first teaching, differentiated for individual pupils is the first step in responding to pupils who may have SEN.

### **Quality First Teaching**

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a student has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENDCO will be consulted as needed for support and advice and may wish to observe the student in class.
- If a student has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The child could be monitored due to concerns by their parent or teacher but this does not automatically place the child on the school's SEN register.
- Parent's evenings are used to monitor and assess the progress being made by the child.

When the student has SEN but does not have an EHCP the academy will continue to meet their needs under the new category of 'SEN Support'. This category will continue to be split into two categories of Action and Action Plus as described below:

### **School Action**

School Action is characterised by interventions that are different from or additional to the normal differentiated curriculum. School Action intervention can be triggered

through concern, supplemented by evidence that, despite receiving differentiated teaching, students:

- make little or no progress
- demonstrate difficulty in developing literacy or numeracy skills
- show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- have sensory/physical problems, and make little progress despite the provision of specialist equipment
- experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with parents, that a student requires additional support to make progress, the SENCO, in collaboration with HOY and teachers, will support the assessment of the student and have an input in planning future support. The subject teacher will remain responsible for planning and delivering individualised programmes. Parents will be kept informed of the action and results.

### **Nature of Intervention**

The SENDCo in collaboration with the HOY or subject teacher will decide the action required to help the student progress. Based on the results of previous assessments, the actions might be:

- deployment of extra staff to work with the student
- provision of alternative learning materials/ special equipment
- group support
- staff development/training to undertake more effective strategies
- access to specialist support services for advice on strategies, equipment, or staff training
- see above provision range

### **School Action Plus**

School Action Plus is characterised by a sustained level of support and, where appropriate, the involvement of external services. Placement of a student at this level will be made by the SENDCo and HOY, if appropriate, after full consultation with parents at a review undertaken within School Action. External support services may advise on targets and may provide specialist inputs to the support process.

School Action Plus intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a student:

- still makes little or no progress in specific areas over a long period
- continues to work at National Curriculum levels considerably lower than expected for a child of similar age
- continues to experience difficulty in developing literacy / numeracy skills
- has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

External support services will require access to students' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the student. Parental consent will be sought for any additional information required. The resulting support plan may incorporate specialist strategies. These may be implemented by the subject teacher or involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

## **Appendix 4**

### **Disability Equality**

The National Curriculum Inclusion Statement sets out three principles that are essential to developing a more inclusive curriculum:

Setting suitable learning challenges

Responding to students' diverse learning needs.

Overcoming potential barriers to learning and assessment for individuals and groups of students.

The Venerable Bede Church of England Academy welcomes its general responsibilities under the new Disability Equality Duty (DED). The 1995 Disability Discrimination Act (DDA) introduced the DED into part 5A of the DDA in 2005 which incorporates two key elements: A general duty to promote disability equality and a specific duty, which includes a requirement to prepare and publish a disability scheme.

We, as a school, promote equal opportunities and state in our Equal Opportunities Policy 'We believe it is essential that all members of the school community are regarded as individuals. Students will have their gender, cultural background, religion, language, ability and special needs taken into consideration, in order that they may reach their full potential.'