



Special Educational Needs and Disabilities (SEND) Policy

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Exeter Royal Academy for Deaf Education, a company limited by guarantee
Registered office: 1 Douglas Avenue, Exmouth, Devon, EX8 2AU



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A Deaf SEND* and SEMH* provision: driving principles.

'The Deaf Academy nurtures and grows confident, resilient and independent Deaf young people. The curriculum supports the development of robust behaviours, knowledge and skills to excel in the wider world. Our curriculum intent informs everything we do across Education, Care, Support and the whole Academy.'

At the Deaf Academy we embrace the diversity of both our learners' communication needs and special educational needs, and support them on a journey towards a strong sense of self and a clear identity. Our curriculum is designed with our learners at its heart, with the destination of world-readiness as its driving force.

- ✓ Deafhood: is a process of self actualisation establishing a Deaf Identity through experience and growth as a member of a deaf community.
- ✓ Special Needs: those who require special education provision and experience to realise their human potential
- ✓ Deafness as multiplier: we recognise deafness has a multiplier effect on the impact of other special educational needs.

6 Core principles driving our Intent



Our pledge to students:

- ✓ We know every learner and do not have pre-conceived ideas of their potential.
- ✓ We value high quality teaching of knowledge and skills but understand it is the independent application of these which defines success.
- ✓ We understand that together we are all always developing and therefore we constantly strive to reflect, support and evolve as a team.

✓ **SEND: Children with Special Educational needs and Disabilities *SEMH: Social and Emotional Mental Health*

SEND Policy

This policy complies with the statutory requirements as laid out in the SEND Code of Practice (0-25) January 2015. The Academy is committed to providing quality education for all, by setting suitable learning challenges and responding to the student's diverse needs. The achievements and contributions of all students are valued and celebrated, ensuring that all experience success.

- Students at The Deaf Academy have an Education and Health Care Plan, which legally entitles them to the provision necessary to meet their special educational needs.
- Students are Deaf and have additional needs. These needs are identified in their EHC Plan, by their referring LEA and by the school's initial assessment procedure (See Admissions Policy). Regular assessments identify further need as they occur.
- On some occasions a student without a diagnosis of deafness but with significant language and communication difficulties may be considered. This would only be if it was thought that young person would benefit from the educational approach offered at The Academy and if the Academy was able to meet that student's needs.
- The Academy admits only those students whose special educational needs can be met; this decision is arrived at as a result of a period of assessment with a multi-disciplinary team of professionals. On-going monitoring and support during the student's time with us ensures that their needs are clearly identified and appropriate provision and interventions are put in place to support their learning and development.
- Student's needs are regularly reviewed and individual learning programmes adapted, ensuring a student-centric approach with appropriate learning challenges.

Meeting a range of needs

The Academy is primarily a provision for deaf children and young people with additional needs, which may include:

- Additional needs associated with specific language impairment/disorder.
- Visual impairments, e.g. Usher syndrome, Central Visual Impairment.
- Multi-sensory impairment.
- Physical difficulties, e.g. cerebral palsy, diplegia.
- Additional special educational needs and / or syndromes associated with hearing impairment e.g. associated behaviour difficulties.
- Social and emotional mental health needs.
- Developmental delay.

The Academy has a Universal Provision map, this clearly illustrates what provision can be met and supported at the Academy. See Appendix 1.

Our approach to teaching students with SEND and SEMH needs.

The Academy supports each area of the Education Health and Care Plan (EHCP), this includes Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health as well as Sensory and Physical needs.

All students have an Individual Education Plan (IEP) and an Individual Therapeutic Plan (ITP), these documents are populated with the EHCP Outcomes and therapeutic goals that are being worked towards each term, these are reviewed termly.

In the classroom, teachers are responsible and accountable for the progress and development of all the students in their class. High quality teaching is our first step in responding to our students' needs. This is

differentiated for individual students with a range of well-planned and targeted interventions in place to secure the very best outcomes possible for each student.

Termly lesson observations and work scrutiny provide an additional mechanism through which good practice is identified and shared, and from which recommendations and changes can be implemented.

The Academy has an Assess, Plan, Do and Review Cycle which allows us to gather information and undertake assessment to gain a thorough picture of the students' needs. See Appendix 2.

Specialist Provision that all students can access onsite within the Academy:

- Qualified Teachers of the Deaf
- Educational Audiologist
- Speech and language therapy
- Access to Counselling services
- Specialist learning leaders and communication support workers (CSWs)
- Appropriate access arrangements for external exams and assessments
- Personalised care plans for residential students
- Personalised Individual Education Plans (IEPs) for all students
- Personalised Individual Therapy Plans (ITPs) for all students.

Enhanced provision for students identified as having significant additional need through:

- Higher staff ratio, from smaller class size to 1-1 or 2-1 teaching and learning support.
- Multi-Sensory Intervenors
- A DEAF/SEND bespoke Curriculum offer 'Essentials for Life'
- Additional speech and language intervention
- Additional support from specialist advisory teachers e.g. Visual impairment
- Occupational therapy and physiotherapy programs
- Care for significant health needs by Academy's Health and Medical Team
- Working with medical consultants and pediatricians
- (already above) 1-1 / 2-1 support in social times and care group
- Working partnership with NDCAMHS

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students have access to success and challenge
- Adapting our resources and staffing
- Ensuring all students have access to Deafhood, essential to our student's sense of self and self-value. This is in place of a MFL (Modern Foreign Language) and includes learning around MF sign Languages.
- Differentiating our teaching
- High quality collaborative practice and integrated working between teachers and therapists ensuring students are learning to learn and can increasingly maintain high levels of engagement.

Meeting student changing needs

Students enter the Academy at any stage of their education. During the assessment period for children with additional needs it is often difficult to identify their precise needs because of language delay and other variables e.g. the effect of previous placement and mode of communication.

For these reasons, some such students could have an extended period of assessment before final decisions are taken about the additional provision that they need. The length and nature of the assessment for such students is tailored to individuals.

Programmes and interventions are devised by the multi-disciplinary team and vary in length according to the need and the student's progress. Such interventions include support with behaviour and emotional needs, literacy programmes - for example for students who have dyslexic traits - communication support, physical and mental health, mentoring and close family liaison for vulnerable students. The progress of every child is closely monitored and provision is modified according to any changing needs that are identified.

The Academy works closely with parents and carers, and outside agencies to ensure effective collaborative working that best supports the special needs of our students in all settings, home, school and care.

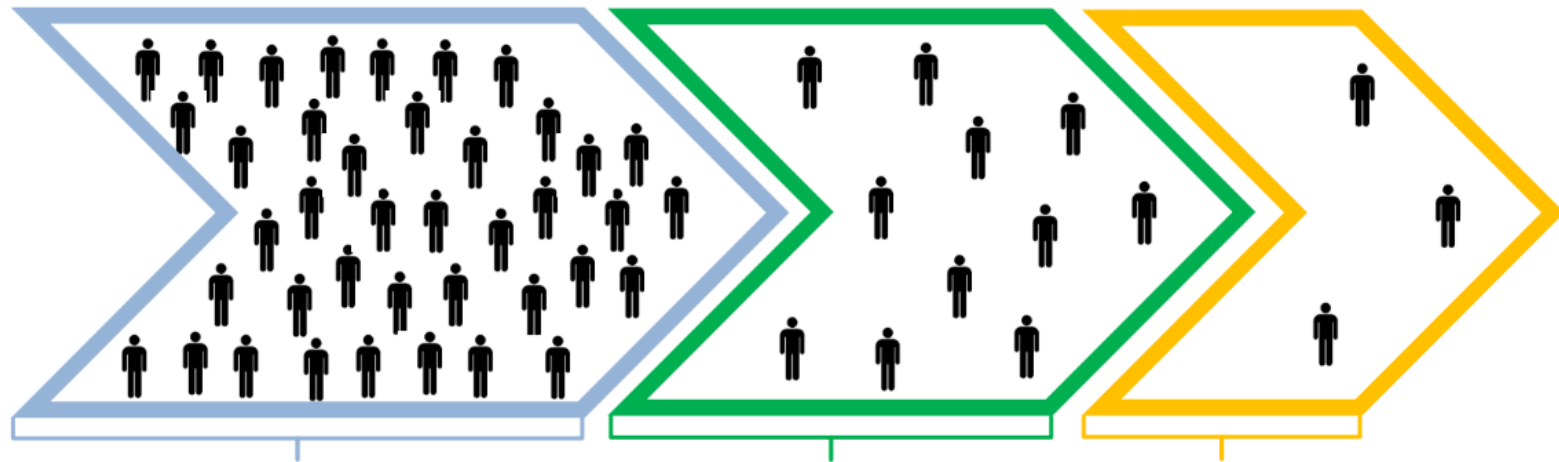
The Academy has an EHCP tracker to ensure that all provision is being provided as detailed in the EHCP. This is reviewed annually.

Review meetings

Students have a 6 weekly review meeting on entry to the Academy where progress and provision is reviewed by the education, therapy, residential teams and parents.

There are annual review meetings for EHCP or SEN Statement of need, which is a process for reviewing the provision and outcomes as detailed on the EHCP. The meeting involves the parent, young person and other professionals and considers their views, wishes and feelings. The meeting checks all sections of the EHCP and whether it needs to be changed as the young person changes. This meeting will happen yearly.

Deaf Academy Provision Map



| Universal Provision | Targeted Provision | Specific Provision |
|--|--|--|
| <p>Across all of the academy, all classrooms, every staff member and every student.</p> <p>Delivered through high quality teaching, broad and balanced curriculum, bespoke learning environment and supported highly skilled staff.</p> | <p>For some students where needs have been identified, delivered through small groups which is additional and different to the universal provision.</p> <p>Monitored and assessed through IEP's or ITP's.</p> | <p>More specialist intervention.</p> <p>Individual provision planned by a specialist (may be delivered by a specialist or a skilled staff member)</p> <p>Monitored and assessed through IEP's or ITP's.</p> <p>Regular reviews (could be daily) to adapt the specific provision to meet individual changing needs.</p> <p>This provision may require additional LA funding.</p> |

Deaf Academy Universal Provision Map - Education

The Academy ensures that we provide good quality, inclusive teaching which takes into account the learning needs of all the children and young people in the classroom. The following provisions are universal for all students in the Academy.

To support this provision all students are allocated a class teacher/tutor.

All students have an Individual Education Plan, Individual Therapy plan, and a Placement Plan

Key: Both School and College Only School Only College Post 19

| Communication and Interaction | Cognition and Learning | Social, Emotional and Mental Health | Sensory/ Physical |
|--|--|--|--|
| <ul style="list-style-type: none"> • Language passport • Optimal acoustic classrooms • Bilingual, bimodal within a total communication environment • All staff to have BSL skills (up to level 3) • Dedicated and timetabled BSL lessons • Staff adapt communication approaches to meet student need • Multi-sensory approaches to teaching new vocabulary and concepts. • Short, simple instructions • Additional processing time • Visual resources • Some learning areas have sound field systems • Embedded communication and social skills practice • Support on how to communicate with other adults from the local community. • Support on how to use 'access to work' and accessing an interpreter for job interviews. | <ul style="list-style-type: none"> • A high ratio of specialist staff in Deaf and SEND education • Classes have a Teacher, HLTA and LL support (includes 1:1 if required) • Small teaching groups • Individual workstations or access to quiet working spaces as needed • Bespoke Curriculum for Deaf SEND learners • Use of specialist approaches (such as visual phonics, shape coding) • Adaptative learning tasks • Personalised Learning approach • Pitch and pace adapted to learning needs • Clear and specific learning objectives • Deafhood curriculum and environment • TOD support, assessment / monitoring • Visual timetable • Visual resources, practical equipment, table top support aids | <ul style="list-style-type: none"> • Whole Academy ethos using Thrive principles and practice • Dedicated Welfare Team with onsite social worker, inclusion officer and transition team • All staff have enhanced level 3 safeguarding training • Trauma sensitive behaviour approach • PACE Approach • Development of strong positive relationships between staff and students • Enrichment offer • Deaf peer group • Deaf role models • Celebration of Deaf culture and diversity • Inclusion in special local and national events to promote diversity and culture • Supporting inclusion in the wider community • SEND Specific PSHE/RSE curriculum | <ul style="list-style-type: none"> • Visual uncluttered and well organised learning environments • Onsite therapy team (including SaLT, Physio, OT, SEMH, Educational Audiologist) • Access to large outside area, including MUGA, outdoor fitness equipment, indoor gym. • Access to sensory equipment in class as recommended by OT • Daily Physical Activity • All About Me Sessions for school daily-preparation for learning • Immersive Room • Adaptions in uniform expectations if required • Daily audiology checks and ling sound checks • Assisted listening devices (e.g radio aids following assesment) • Use of the residential garden to understand plants and growing food. |

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|--|---|--|--|
| <ul style="list-style-type: none"> • To provide opportunities to role play so they become confident when attending interviews for jobs and courses in the future. • To provide opportunities to improve their presentation skills using ICT and BSL. • Support with accessing wider deaf social events and communities. | <ul style="list-style-type: none"> • All students have a personalised ICT device • From entry level to GCSE qualifications (in some subjects) with appropriate access arrangements • Preparation for adulthood, preparation for employment and careers advice (work experience) (Year 9 and above) • Careers program • Life skills embedded in daily curriculum • Work Experience (Year 11 and above) <ul style="list-style-type: none"> • Access to external educational partners <p>CSW support on external courses and work placements</p> <ul style="list-style-type: none"> • Access to job coaches to assist with internships/apprenticeships. • Adult preparation to develop independent, team work and thinking skills. • Support on how to access and actively engage with the local community. • Learn how to live healthy with a more adult approach to the PSHE curriculum and use of the garden to develop practical learning. • Support with applying for benefits that they are entitled to. • Support with budgeting and planning how to save. • Support with opening and managing a bank account. | <ul style="list-style-type: none"> • NAPPI trained staff • The Den (a room available for children to regulate, learn about feelings and emotions and have a sensory experience) Immersive Room • Deaf advocacy support • Support in getting a job. • Support with transition into finding a place to live whether it is a flat, shared house or supported living. • More support with learning to travel independently such as gaining a driving license. • Support with accessing medical services and audiology services independently. | <ul style="list-style-type: none"> • Quiet, peaceful location and beautiful views from rooms to create a calming atmosphere away from school environment and more of an adult feel. |
|--|---|--|--|

Deaf Academy Universal Provision Map – Health and Therapeutic Services

| Communication and Interaction | Cognition and Learning | Social, Emotional and Mental Health | Sensory/ Physical |
|--|--|---|--|
| <ul style="list-style-type: none"> • Universal Therapy Plan • Access to SALT support • Access to Augmentative and Alternative Communication Devices (AAC) where appropriate • Regular Assessment and monitoring from SaLT • Individual language passports • Assessment and monitoring of AAC devices • SaLT half termly class visits during “All about me” or tutor time • Access to Educational Audiology | <ul style="list-style-type: none"> • Therapy programs shared and embedded within the day. • Support with social stories production | <ul style="list-style-type: none"> • universal Therapy Plan • Thrive assessment and class based programs • NDCAMHS advice and support (Under 18 only) • Access to a Counsellor (over 16 only) | <ul style="list-style-type: none"> • Universal Therapy Plan • OT assessment • Physio initial assessment & report • Access to nurse onsite • Medication trained staff • PEG feeding trained staff • Epilepsy trained staff • MSI trained staff • OT and Physio half termly class visits during “All about me” or tutor time • Sensory diet and sensory breaks • Access to college gym • Regular Assessment and monitoring from Educational Audiologist • Support for maintenance of audiological equipment |

Deaf Academy Targeted/Specific Map - Health and Therapeutic Services

| Communication and Interaction | Cognition and Learning | Social, Emotional and Mental Health | Sensory/ Physical |
|---|--|---|--|
| <ul style="list-style-type: none"> • SaLT group or 1:1 program • Augmentative and Alternative Communication Devices (AAC) • Listening programs (SaLT/EdAud) • ITP | <ul style="list-style-type: none"> • External advisory teachers | <ul style="list-style-type: none"> • Lego therapy • Counsellor group • Counsellor 1:1 • NDCAMHS therapist 1:1 • Thrive group or 1:1 • ITP | <ul style="list-style-type: none"> • OT 1:1 • OT equipment • OT environmental assessment • OT sensory profile • OT targets • Physio monitoring • Physio targets • Physio review of equipment • Physio referral to orthotics • Physio joint orthotics clinic • Physio set up of trike for students with physical difficulty • Orthotics • Rebound therapy • External therapists • Art/Play/Music therapists • 1:1 Nurse • Access to ROVIC services • Earmolds • Assistive listening device • Ear health checks • Support from external advisory teachers eg MSI/ToD • Access to bikes and trikes • ITP |

Deaf Academy Universal Provision Map – Residential Care

| Communication and Interaction | Cognition and Learning | Social, Emotional and Mental Health | Sensory/ Physical |
|---|--|---|--|
| <ul style="list-style-type: none"> • Relaxed, homely environment • Bright and visually accessible accommodation • 24 hour signing environment • Total communication approach • Informal opportunities to develop social communication skills • Structured activities to bring young people together and develop relationship skills • Access to both Deaf and Hearing communities using developing skills within the wider world • All staff to have BSL skills (up to level 3) • Deaf specialist staff team • Daily audiology checks ensuring that children and young people have their equipment and functioning correctly • Access to SALT and Teacher of the Deaf • Staff adapt communication approaches to meet student need | <ul style="list-style-type: none"> • High staffing ratio's providing optimum levels of support • Small flats with three to five young people within each • Individual Placement Plans detailing support methods • Assigned keyworkers provide 1:1 work and support. • Personalised targets to support development and independent living skills • Extra-curricular activities • Visual timetables where appropriate • Individual desks in bedrooms to allow for home work to be completed • All young people have a personalised ICT device • Preparation for adulthood, independence and employment support • Life skills embedded in daily living | <ul style="list-style-type: none"> • Whole Academy ethos using Thrive principles and practice • Dedicated Welfare Team with onsite social worker, inclusion officer and transition team • Trauma sensitive behaviour approach • Individual Placement Plans detailing support methods and risk assessments • Assigned keyworkers provide 1:1 work and support. • Enrichment offer • Deaf peer group • Access to a Counsellor, Advocate and Independent Visitor • Deaf role models and mentors • All staff have enhanced level 3 safeguarding training • Supporting inclusion in the wider community • Generalised/targeted support around keeping safe and PSHE work | <ul style="list-style-type: none"> • A high ratio of specialist staff in Deaf and SEND care • Homely environment with high quality furnishings and equipment • Individual Therapy Plan • Access to onsite therapy team (including SALT, Physio, OT, SEMH, Educational Audiologist) • Access to large outside area, including MUGA, outdoor fitness equipment, indoor gym. • Sensory diet and sensory breaks where appropriate • Access to therapeutic equipment • Range of therapy external services (NDCAMHS, Dietician) • Assisted listening devices • Onsite nurse • Daily Physical Activities offered |

Glossary of Terms

| | | | |
|----------------|---|---------------|--|
| TOD | Teacher of the Deaf | Ed Aud | Educational Audiologist |
| ROVIC | Rehabilitation Officer for Visually Impaired Children | IEP | Individual Education Plan |
| NDCAMHS | National Deaf Children and Adolescent Mental Health Service | ITP | Individual Therapy Plan |
| AAC | Augmentative and Alternative Communication | SaLT | Speech and Language Therapist |
| MSI | Multi-Sensory Impairment | CSW | Communication Support Worker |
| HLTA | Higher Level Teaching Assistant | LL | Learning Leader |
| PACE | Playfulness, Acceptance, Curiosity and Empathy | BSL | British Sign Language |
| SEMH | Social, Emotional and Mental Health | PSHE | Personal, Social, health and economics |
| RSE | Relationships and Sex Education | OT | Occupational Therapist |

Appendix 2: Assess, Plan, Do and Review Cycle

