



Additional Learning Needs Policy

Within the academy we strive to create a learning environment, curriculum, experiences and relationships in which all individuals can find expression, be nourished and developed.

The academy commits itself to creating an environment for everyone that is characterised by our core values of Truth, Justice, Forgiveness, Generosity and Respect. These values have been used to determine this policy.

‘An educationally inclusive school is one in which the teaching and learning, achievements, attitudes and well-being of every young person matter’

The St Lawrence Academy aims to be a fully **Inclusive** academy welcoming all students. We aim to encourage and enable all students to make the most of their gifts and talents and to fulfil their academic and personal potential. We are committed to meeting the needs of those students with Special Educational Needs or Disabilities (SEND) so far as is reasonably practicable and compatible with the provision of the efficient education of other students. The St Lawrence Academy has due regard to the SEND Code of Practice 0 – 25 (2014) and the Equality Act (2010).

THE AIMS OF OUR POLICY

- Ensure that all students are equally valued and given the opportunity to experience welcome, acceptance, opportunities for friendship and positive relationships, as well as challenging learning experiences.
- Ensure that students reach their full potential through access to a broad, balanced relevant and differentiated education in light of their learning needs.
- Provide an education that is a preparation for life and citizenship.
- Promote and assist students in taking responsibility for their own learning.
- Develop self confidence, self-esteem and positive social relationships for all students.
- Work in close partnership with parents and their children and all external agencies to promote a happy and secure environment in which students and teachers can work.
- Develop a consistent, whole-school and holistic approach to SEND in line with the guidance provided in the SEND Code of Practice 2014
- Identify and provide for students who have additional learning needs (ALN), or disabilities.
- Provide a Pastoral Team who will work to ensure all students with SEND are included and appropriately supported.
- Provide support and advice to staff working with students with SEND

OUR OBJECTIVES

To fulfil our aims, we will:

- Liaise and support subject areas to incorporate differentiated programmes of study which reflect the needs of individual students.
- Provide appropriate and needs-led interventions as part of a continuum of provision using expertise from the Inclusion team and external agencies.
- Emphasise whole academy partnership and collaboration to ensure a proactive approach underpins provision and interventions are effectively and regularly monitored
- Use data on attainment and achievement to inform support, intervention and target setting procedures for individual students with ALN.
- Provide INSET to support professional learning.

IDENTIFICATION OF STUDENTS ADDITIONAL LEARNING NEEDS

Definition of Special Educational Needs

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 her. A child of compulsory school age or a young person has a learning difficulty if she: (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or (b) Has a disability which prevents or hinders 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. *SEND Code of Practice (2014, p 4)*

Definition of Disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children and young people than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEND Code of Practice (2014, p5)*.

The expectation of the SEND Code of Practice is that SEN will be identified where academic progress continues to be less than expected despite high quality teaching targeted at areas of weakness.

There are four broad areas of need identified in the SEND Code of Practice 2014. They are:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Students who are thought to have Additional Learning Needs are identified and assessed as early and thoroughly as possible. Identification informs assessment and is a collaborative process to ensure that the most effective form of provision is put in place. The identification of possible ALN can take place in many ways, including:

- Observation and assessment of new students as they join the Academy, any concerns will be investigated further where appropriate.
- Termly tracking to identify any concerns and to collate information about the progress of all students in all years.
- Regular assessment in all subjects and all year groups to monitor work and progress.

- Staff can discuss students with the SENCO at any time. The SENCO will then investigate the issue further. Where appropriate, students may be referred to an Educational Psychologist or relevant medical and support services for assessment and/or support.
- Parents can contact the SENCO to raise a concern about a possible issue to do with Special Educational Needs and Disabilities.
- Information may come from doctors or other outside agencies such as those relating to issues of Child Protection.
- Information may come from the student's previous school(s)

Graduated Response to ALN Support

Teachers are responsible and accountable for the progress and development of all students in their class. High quality teaching for all is the first step in responding to students who have or may have ALN. Additional intervention and support cannot compensate for a lack of good quality teaching.

The Academy operates a graduated response to ALN support which involves the following:

Assess The assessment data, progress and attainment of all students is tracked and monitored regularly by subject staff, Subject Leaders and Achievement Team Leaders. In this way students who may be at risk of / or are underachieving are identified.

Plan Strategies for supporting individual students in lessons are identified. These could be specific strategies which will be put in place by the subject teacher. They could also take the form of an intervention and may include, for example, attendance at 1-1 support sessions, small group sessions, deployment of a Learning and Teaching assistant or academic peer support. For students who have social, emotional or mental health needs targeted support may be provided by the Student Progress Leaders, Student Coach, Behaviour for Learning professional or a named member of staff.

Do Having planned strategies (as above) they are then implemented. Students will be provided with a SMART target card to remind them of any targets set. All staff will be provided with students targets electronically.

Review Student progress is reviewed after a set period of time. If students continue to make progress below the level of expectation, the graduated response will need to be modified.

The Year 6 to Year 7 identification process includes:

- Visits to primary to identify students requiring support and those on ALN register
- Additional transition visits to the academy for Year 6 students identified as requiring additional support
- All students who were on an ALN register at the end of Year 6 will be on the Academy ALN register for at least one term.

Higher Levels of Need

For higher levels of need external specialist support can be sought via the Local Authority's Local Offer further information on North Lincolnshire's Local Offer can be found here <http://www.northlincslocaloffer.com>

Managing Students' Needs on the ALN Register

There is now a single category of support for SEN students who do not have an Education, Health and Care Plan or Statement of Special Educational Needs called SEN Support.

The School's SEN Register lists all students who have an Education, Health and Care Plan or who are classed as SEN Support. This includes students who were previously recorded as School Action or School Action Plus – categories which no longer exists. These students are classified as those with additional educational needs.

All staff receive an electronic copy of the confidential ALN Register at the start of each term. If the information in the Register is updated during the term staff will be informed in staff briefings and individual meetings as

appropriate. When a student has been identified to have additional learning needs because special educational provision is being made for them, the parent/carer will be consulted and the arrangements made will be discussed.

Assessment Stage

In a few cases, the correct provision depends upon resources that can only be accessed via an Education, Health and Care Plan. In such a case, the academy will make a referral to the LA. After referral, we will work collaboratively with all agencies to support interdisciplinary assessment.

Education, Health and Care Plans (EHCP)

The academy will ensure that the needs of students with EHCPs are fully met through appropriate provision and monitoring. Support is allocated according to the recommendations of the EHCP.

Provision Model:

The Inclusion Team will be central to any information and will provide supportive networks for students.

- In-class support from a variety of associate staff and tutors. The major input of the Inclusion Team will be within the mainstream classroom. The Inclusion staff will work with Subject Leaders to support students with specific learning tasks, modify curriculum materials for individual students and differentiate/develop whole modules of the curriculum.
- An Individual Support member of staff with “key work” responsibility and responsibility for monitoring progress over the year will be appointed where possible.
- Access to differentiated work in line with individual strengths and needs
- Study skills/homework clubs take place after the academy day
- Regular contact between home and academy as appropriate

Withdrawal Lessons

For students experiencing more complex social, behavioural, emotional, learning or literacy difficulties it may be necessary to withdraw them from some of their mainstream lessons.

The length of time a student is withdrawn will be dependent upon individual needs. Provision is through:

- Nurture group sessions
- Literacy group sessions
- 1:1 literacy session
- 1:1 sessions with Student Coach
- Support from Peer Mentors
- Support from key members of staff including form tutors, LTAs, SPLs and ATLS.

We will target students with who are at risk of exclusion and who may have a combination of learning, social, emotional or behavioural difficulties. We will also target students who require academic support and are underachieving.

The Academy Curriculum

Arrangements are made as appropriate for those who cannot access the full curriculum. Where necessary the Academy may discuss and agree on arrangements for dis-applying students from the National Curriculum.

Achievement Team Leaders and Student Progress Leaders coordinate work for those students with long-term absences.

Access Arrangements for examinations

Students are monitored during internal examinations (both formal and informal) from Year 7 onwards to see if they highlight a need for an access arrangement. Those students who have a history of need are then assessed by the School's SENCO and an external specialist assessor who has a current practising license for assessing students with SpLDs, recognised by the Exam Boards as necessary.

Managing Medical Conditions

The Academy recognises that students with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled. The Academy complies with its duties under the Equality Act 2010. Some may also have special educational needs and may have a Statement or Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provisions. See also the School's First Aid, Supporting Students with Medical Conditions Policy.

Assessment

The Inclusion team strongly supports the philosophy and principles in the whole Academy Assessment Policy. We see assessment as a combination of both formative and summative methods.

Summative

All students upon entry will have completed tests on literacy and numeracy. Very low scores in each of these areas will indicate where support is needed or at least that further investigation is required. Discrepancies between scores will be analysed to highlight specific areas for focus. Students with more complex difficulties will complete further diagnostic tests to indicate more specific areas of difficulty and guide the SENCO in planning and implementing an appropriate programme. We will continuously liaise with departments at all opportunities to ensure that attainment informs provision and student progress is monitored effectively. Attainment and achievement levels will be used to set targets for individual students and to target support in light of progress made.

Formative assessment and assessment for learning

Assessment for Learning within Inclusion is characterised by:

- Sharing of learning objectives with students.
- Students' peer and self assessment
- Supporting students to know and recognise the standards they are aiming for
- Feedback to students to inform next steps in learning and how to take them
- Promoting confidence that every student can improve
- Teachers and students should modify their learning as a result of feedback and assessment

The Inclusion team stresses the importance of a small step approach to learning and achievement. We will work collaboratively with students and parents to ensure that any targets and steps in new learning are meaningful and that motivation and confidence is maintained.

Collaboration and partnership

Parents and carers are vital to improving educational achievement and attainment and we value and promote active partnerships. Parents/carers are always contacted if assessments or concerns indicate that a student has an additional learning need. The parents are spoken to and consulted along with the student with respect to background history, current, future needs and aspirations. Parents/carers opinions will always be taken into consideration and they will be involved and consulted before any referrals to external agencies are considered. Parents/carers will be consulted before a student is removed from the ALN register.

The student's home language, culture and community will be taken into account to ascertain if bilingual support is required.

Involving external agencies

While all teachers have a shared responsibility for the teaching of students with Additional Learning Needs, there is additional provision available to ensure that the wide range of needs will be successfully met. The following have a particular responsibility for meeting these needs:

Staff of agencies such as:

- Educational Psychology Service
- Childrens Therapy Teams
- Education Welfare Service
- Children and Young People Service
- Child and Adolescent Mental Health Service
- Other counselling services
- School Nursing
- The Local Authority

Liaison with various services is coordinated by the SENCO. Regular Liaison meetings are held in the academy with outside agencies.

It may be appropriate to liaise with outside agencies such as Social Services in order to promote the welfare of a student with regard to their additional learning needs. Any concerns about a student's welfare must be referred to SENCO who will take appropriate action. Liaison between SENCO, Senior Leadership Team and Children and Young People's Service re on-going issues of Child Protection is vital to the continuing educational and welfare needs of students.

Links with Special Schools

We aim to have ongoing communication with relevant Special Schools to support students who are joining our academy. The SENCO will liaise with Special Schools regarding the transfer of students.

Transition to Post 16

The Academy SENCO will make contact with the SENCOs of all Post 16 provisions in the summer term to share information and strategies relevant for a successful transition.

This Policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

Children and Families Act 2014

Equality Act 2010: advice for schools (DfE February 2013)

Statutory Guidance on Supporting Students at School with Medical Conditions (December 2015)

Schools SEN Information Report Regulations (2014)

Teachers Standards (2012)

Schools Admissions Code (DfE 1 Feb 2012)

This Policy should be read in conjunction with the following policies: Accessibility Plan, Safeguarding Policy, First Aid Policy, Supporting Students with Medical Conditions Policy, Anti-bullying Policy

Review

In order to ensure that it reflects current best practice, this policy will be reviewed every 3 years.