

S10 SPECIAL EDUCATIONAL NEEDS (SEN) & DISABILITY POLICY

Last Reviewed:	March 2017
Approved by Access Committee	March 2017
Next Review:	March 2019
Responsible:	The Principal

Initially approved by the former DCSF (DfE) August 2009

The legal framework for the Academy's policy for SEN is provided by the obligation to have regard to the Special Educational Needs Code of Practice 2014 and the SEN Regulations 1999, and any guidance issued by the Secretary of State relating to sections 316 and 316A of The Education Act 1996.

1. SCOPE OF THE POLICY

This policy is relevant to all students in the Academy who may at any time be experiencing Special educational needs and disabilities.

2. GENERAL INFORMATION

- 2.1. The Principal is the 'responsible person' exercising the responsibilities laid out in the SEN Code of Practice, and ensuring that all those who are likely to teach a student with a Statement of SENs are informed about the Statement, or an Education/Health and Care Plan. The Principal will work through the Special Educational Needs Disability Co-ordinator (SENCO). There is a Governor with responsibility for Special Educational Needs.
- 2.2. The SENCO is directly responsible for implementing the Academy's Special Educational Needs Policy but all staff should see themselves as teachers of Special Educational Needs. The SENCO has day to day responsibility to ensure that the SEN Code of Practice is followed.

3. GIFTED & TALENTED

The Academy acknowledges that a proportion of its intake will be defined as Gifted & Talented. These students will have their individual needs assessed and addressed in line with the Gifted & Talented Policy. This provision is line managed by the SENCO.

4. DEFINITION OF SEN

Under national legislation a student or young person has special educational needs if h/she has a learning difficulty that calls for special educational provision to be made for him/her. Learning difficulty is defined in terms .A child or young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age.

5. BARRIERS TO LEARNING

- 5.1. Learning difficulties are defined as constraints or barriers, which prevent access to the curriculum. These may arise from factors pertaining to the student, or factors within the

learning environment. The purpose of the Academy's Special Educational Needs provision is to overcome these barriers in order to enable all students to reach their full potential.

- 5.2. The Academy is committed to offering an inclusive curriculum in order to ensure the best possible progress for all the students whatever their needs and abilities. Not all students with disabilities have special educational needs and not all students with SENs meet the definition of disability but this policy covers all these students.

6. OBJECTIVES OF THE SEN POLICY

- 6.1. The Governors of the Academy wish to provide appropriate identification, assessment and intervention in order for all students to have the opportunity to access the curriculum in order to reach their potential. These objectives reflect the Academy's vision; which is one where all students are inspired to reach their full potential, no matter their ability and background; where aspirations and achievements are constantly raised; where the improvements of standards reflect the needs of the local and wider communities; through the highest quality academic, personal and vocational teaching and guidance.

6.2. Aims:

- To ensure that all students have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure early identification of students' SENs.
- To ensure that appropriate provision is made for students with SENs and regularly reviewed.
- To involve students in planning to meet their SENs.
- To involve parents in meeting their children's SENs and their progress.
- To keep staff informed and aware of students' SENs and ensure that they respond to those needs.
- To ensure that staff receive appropriate training to help them develop strategies to meet the students' SENs.

- 6.3. The success of the Academy's SEN Policy will be judged against the aims set out above. Annual success criteria will be reviewed and the Governing Body's Annual Report will detail the implementation of the policy and the effectiveness of the provision made.

7. IMPLEMENTATION

The SENCO takes responsibility for implementing the Special Educational Needs policy for ensuring the SEN Code of Practice is followed. There is also a Governor with responsibility for the monitoring of SENs within the Academy; however, the Governing body as a whole is responsible for making provision for students with special educational needs.

8. ADMISSION ARRANGEMENTS FOR STUDENTS WITH SENs & DISABILITIES

The Academy welcomes applications for admission from students with a wide range of SENs & disabilities; including those with Statements of Special Educational Need or Education, Health & Care Plan where the Academy has agreed to be named in the Statement or Plan.

Special arrangements can be made for these students to have access to the Academy for pre-admission visits. The needs of students with mobility needs, or those who use a wheelchair, can sometimes be met with the use of sensitive rooming, timetabling and

support. However, all areas of the Academy are fully accessible. Students with sensory impairment are supported by the appropriate technology and differentiated classroom provision and support.

9. PRE-ADMISSION PROCEDURES

- The SENCO and Inclusion Team liaise with the Primary (feeder) schools in order to be fully informed as to the support each student might need.
- Through effective liaison with Primary schools the Academy can ensure that most students with SENs are identified at the point of transfer.
- Students with Statements of SEN or EHC Plans are visited in the primary schools by the SENCO and/or designated staff.
- Parents of students with SENs are able to visit the Academy to meet appropriate staff and familiarise themselves with the building in order to ease transition.
- Students with SENs may be provided with maps & timetables in advance of admission.
- Parents are encouraged to contact the SENCO in advance to discuss their child's SENs.

10. PROVISION AVAILABLE

The Academy expects to accept students with a wide range of SENs provided that:

- admitting the child would not be incompatible with the efficient education for other children and where no reasonable steps may be made to ensure compatibility;
- the majority of SEN needs will be met by the class teacher, but there may be limited withdrawal for individual or small group Dyslexia/Speech & Language & EAL sessions.

11. ACCESS TO BUILDINGS

The Academy understands its obligations under the Planning duties laid out in the Special Educational Needs and Disability Act 2001: Schools' duties in the Disability Discrimination Act 1995/ Equality Act 2010.

12. IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS

- Pre-admission procedures specified above.
- Students in Year 7 take Cognitive Ability Tests
- Year 7 are assessed for Reading, and then all students are screened annually
- The First two weeks of Year 7 SEN staff observe whole student cohort in lessons and share their observations.
- Nursery/Primary school records and SEN files examined early in the Autumn Term.
- Class teachers to record and report any students having difficulty accessing the curriculum.
- Referral to specialist teachers for assessment or diagnosis of specific SENs, e.g./specific learning, difficult, social, emotional and health agencies.

13. ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS

- Regular assessments by SEN staff.
- Regular re-testing of Reading,
- CAT on entry to the school in Year 7.
- KS1/2/3 Assessment (SATs) and GCSE/AS results.
- Electronic tracking & monitoring – provision mapping.
- RAISE online.
- FFT data and predictions.

14. IDENTIFICATION AND ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS

The Academy is committed to early identification of SENs and adopts a graduated response to meeting students' needs in accordance with the Code of Practice (2014). A range of evidence is collected through the Academy's assessment and monitoring processes and if this suggests that the student is not making expected progress the SENCO and Inclusion Panel will be consulted by appropriate staff in order to decide on relevant intervention.

15. LINKS WITH OUTSIDE AGENCIES

15.1. The Academy involves specialist outside agencies as is deemed appropriate when addressing specific SEN issues. These would include, Sensory Advisory Team, Communication Disorders Team, Speech and Language Therapy (SALT) Service, CAMHS and other medical and social services as appropriate.

15.2. The SEN code of Practice (2014) Requires the use of four categories of SEN Requires students with SEND to be categorised under four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

Support for these students may be provided if their needs cannot be met by Quality First teaching in the classroom. The support needed would be deemed to be additional to or different from the majority of others of the same age.

Students receiving support are recorded on the school system as having 'SEN support'. It is possible for a child to have SEND but require no support. However a child requiring support MUST have an identified need under one of the four categories mentioned above.

Statement or Education Health and Care Plan provision

To provide interventions and support specified in the Statement of SENs or EHC Plan written by the Local Authority.

15.3. Referral

Students will be referred to the Inclusion Panel or SENCO who will decide which type of intervention and support is appropriate in consultation with class teachers, parents and other relevant staff. The Inclusion Panel meets regularly and includes members of the Senior Leadership Team; the Head of House the SENCO and outside agencies when appropriate. Formal referrals are made by Staff and informed discussion among the Panel determines the interventions.

15.4. Inclusion

The Academy seeks to promote social inclusion. Students with Special Educational Needs are included in all aspects of Academy life.

15.5. Parents of students with SENs

The Academy recognises the importance of making and maintaining strong home-school links and at all times endeavours to work closely with parents and students to ensure that their wishes and concerns are always fully considered.

- Parents are seen as partners.
- Parents are of paramount importance when assessing children's needs.

- Parents are involved when external referrals are made.
- The SENCO is available to discuss parents concerns.
- The SENCO is present at parents' evenings.

15.6. **External Support Services**

The Academy has access to the Local Authority support services. For example: the Sensory advisory team; ASD Outreach; Speech & language Therapy Service; CAMHS and other Medical & Social services.

16. **EVALUATION CRITERIA FOR GOVERNORS ON THE SUCCESS OF THE SPECIAL EDUCATIONAL NEEDS PROVISION**

- The Governors will examine the statistical information in consultation with the SENCO.
- Presentation to the Governors' Access Committee.
- Governors' visits.
- Consultation through the designated Governor.