

BOSWORTH ACADEMY
Special Educational Needs Policy



Documentation Information			
Reviewed By	SENCO	Responsibility	People and Stakeholders
Last Reviewed	2010, April 2013, November 2014, Spring Term 2016	Next Review	Spring Term 2018
Review Cycle	Bi-Annual	Ratified by FGB	10/03/16

Introduction

The Special Educational Needs Policy at Bosworth Academy is based upon the Leicestershire County Council Children & Young People's Service Statement of principles, The Special Educational Needs Code of Practice (Nov. 2001) and the Bosworth Academy Mission Statement

Together we achieve :-

- **A preparation for life in an environment where everyone can aim high, be successful and secure**
- **Individual support through a 21st century curriculum**
- **Partnerships with the wider community**

Implicit in this Mission Statement is the commitment to the inclusion of **ALL** students. This has particular relevance to the Special Educational Needs Policy.

The Governors and Staff of the School work in Partnership with the LA to meet the requirements of the Code of Practice.

To support our work the following structures, procedures and systems are in place for students with Special Educational Needs in the School.

See the following sections of this document:

- Special Educational Needs: A Definition.
(section 312, Education Act 1996) (section 17(11)Children Act 1986) (Section 1(1), Disability Discrimination Act 1995)
- Admission arrangements and liaison
- Referral form
- Identification and assessment procedures
- Dissemination of SEN information and IEPs
- Range of Special Educational Needs in the School
- Enhanced VI resource provision
- Criteria for in class and or small group support
- Organisation for support
- Staffing
- Examination assessment, concession applications, invigilation organisation
- Resources for Special Educational Needs
- Parental links
- External Agencies



1. Special Educational Needs: A Definition

Children have Special Educational Needs if they have a **learning difficulty**, which calls for **special educational provision** to be made for them.

Children have a **learning difficulty** if they:

- (a) Have significantly greater difficulty in learning than the majority of children of the same age or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- (c) Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or the form of their home is different from the language in which they will be taught.

Special educational provision means:

- (a) For Children of two or over, educational provision which is in addition to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area
- (b) For children under two, educational provision of any kind.

Section 312, Education Act 1996

A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.

Section 17 (11), Children Act 1989

A person has a disability for the purposes of this Act if he has a physical or mental impairment, which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

Section 1 (1), Disability Discrimination Act 1995

ALL teachers must have regard to the Special Educational Needs Code of Practice. Some of this is a **statutory** responsibility.

2. Admission Arrangements and Liaison with High Schools:

Bosworth Academy does not select students for entry to the School. We are a School committed to inclusive education. The policy of the LA is to give priority to students with EHC Plans in allocating places to out-of-catchment students when places are oversubscribed. To offer facilities, in particular for students with Physical Disabilities as a result of recent modifications to the building giving wheel chair access to all floors.

As a School we have a comprehensive liaison procedure and induction programme to ensure students make a smooth transfer from KS2 to KS3, and KS3 to KS4.

This includes:-

- Early induction session/sessions for some SEN and vulnerable students identified by our High School colleagues. To raise confidence and build self-esteem and begin any exam concession assessment.
- Regular liaison meetings and visits into the feeder schools to find out as much information as possible prior to transfer. Information is then disseminated to all appropriate staff.
- During the summer term student files, IEPs and SEN records are transferred to Bosworth Academy.

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- Teachers visit feeder schools to establish personal relationships with students, prior to the formal three day whole School induction.

3. Identification and assessment procedures:

Students joining the School are ALL screened using:

- NFER Group Reading test Comprehension form X
- Vernon Spelling test
- Teacher Assessment data
- Fischer Family Trust data
- The SEN records and IEPs from the feeder Schools

This information alongside the detailed student information gives the SEN team a target group of students who become priority for higher levels of support across the curriculum. Any student who is not on the SEN record on entry but meets the criteria for entry will be included from the start of Year 7.

Some students may need further testing for any possible examination concessions. This could include extra time, a reader, an amanuensis, a transcript, a prompter, enlarged papers or rest breaks depending on their individual needs.

- Identification and Assessment during KS3, 4 or 5 is based on an initial teacher referral.
- Once students are placed on the record their progress is monitored by Class Teachers, Team Leaders, Year Heads, the SENCO, HLTA's and LSA's

4. Dissemination of Special Educational Needs Information and IEPs to all staff in the School:

A copy of the SEN record is available for Teachers and Learning Support Assistants via the G drive. This is updated on a regular basis. Colleagues find it very useful for gaining information at a glance. Updated Individual Educational Plans for students with Statements and School Action Plus are available for teachers via the SEN area on the G drive.

Short summaries and relevant information about all students on the SEN record are available for the induction days in July. Class teachers and tutors then have some prior knowledge of the students before they meet them.

5. The Range of Special Needs in the School:

The range of special needs varies from students with Moderate Learning Difficulties to include some of the following:-

- Down's Syndrome
- Cerebral Palsy
- Cystic Fibrosis
- Physical Disability
- Specific Learning Difficulties
- Autistic Spectrum Disorder / Asperger's Syndrome
- Visual Impairment and Blindness
- Severe and Profound Hearing Loss
- Epilepsy
- ADHD/BESD

6. Criteria for SEN support in School:

- Students with a EHC Plans with enhanced support financed by Leicestershire County Council.
- Students who need support for health and safety reasons
- Students at SEN Support currently on the School SEN Record prioritising the following identified needs:-
 - Students identified as having low reading and spelling ages - standardised scores of 85 or below.
 - Low TA scores / Fischer Family Trust Data
 - An identified Specific Learning Difficulty
 - Students with exam concessions
 - Students who exhibit inappropriate behaviours.

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Students with a SEN Support should have their special needs met from within the School's own resources. LA guidance suggests the School allocates approximately 10% of its budget for SEN. The School also receives an SEN allocation within its delegated budget, which is linked to students with Statements. This allocation is determined by the LA's SEN formula.

7. Organisation for Support:

Students who qualify for additional support are those that have an identified need. These students have EHC Plan and are therefore a priority.

However, the School has SEN teachers, HLTA and LSA support allowing some flexibility on the staffing and its wider use across the curriculum.

This allows us to respond and move staffing around to meet the ever-changing needs of students in subject areas.

8. Examination assessment, concession applications and invigilation organisation.

Students eligible for special consideration are tested and a detailed report is completed. An individual application is sent to each Examination Board. Concessions may apply to students who have the intellectual ability to pass at GCSE or Level 1 and/or GCE but require special consideration for either a learning problem or other disability.

9. Staffing for Learning Support Department:

The staffing comprises of:

SENCO

Deputy SENCO

Two HLTAs

Administrative Assistant

Learning Support Assistants based in Curriculum Areas

Some LSAs working with individual students and/or small groups under the direction of SENCO

We have also established Foundation Learning for students whose TAs and Literacy Scores are below those expected for students at the start of their Key Stage 4 education.

10. Learning Support Department Resources:

- 2 classrooms:
 - A1 has 12 networked computers
 - A2 has 8 networked computers with Successmaker (Integrated Learning Programme) available on each one

- Up to 15 laptops
- Differentiated workbooks and games for literacy support and to help with poor social skills
- Access to differentiated books, plays, cassettes, audio books, individual readers.
- TV and video equipment, CD and radio players.
- Test materials for Literacy (Reading and Spelling), Non Verbal Reasoning, Dyslexia etc.
- Access to Connexions

11. Parental Links and Involvement:

We believe that close links with parents are a vital part in the success of any student. We value their support and encourage them to help their son/daughter to access their homework and coursework. Parents are kept informed by the usual reporting system, termly monitoring and parents evenings. Parents are invited to annual Statement review meetings and receive the appropriate review papers prior to the meeting. We also, keep a closer contact, with some students who require more detailed monitoring. This is done either by telephone, letter or e mail as appropriate. It is vitally important to keep the lines of communication open. Parents are encouraged to be part of their children's learning programme helping them set individual goals or targets alongside those that may be set by their teachers. We also encourage the students to take responsibility for their own learning by encouraging them to participate in their target setting and the review process. It is about them and for them, every child matters.

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12. External Agencies:

As part of the resources available to the School we can call on the expertise of external agencies to help us establish and meet the needs of our students.

These include the following:-

- Special Educational Needs Assessment
- Educational Psychology Service
- Child Adolescent Mental Health Service
- Education Welfare Service
- Speech and Language Therapy Service
- Student Support Service
- Special Needs Teaching Service
 - Visually Impaired Service
 - Hearing Impaired Service
 - Autism Outreach Service

Prospects

Medical Services

13. Monitoring:

SLT, SENCO and Maximising Learning Team will monitor policy into practice through:

- Classroom observation
- Team meetings
- Analysis of student progress data
- Parental involvement

The LA will monitor the School policy and practice through:

- Annual statistical returns
- Adviser/Inspector visits
- Educational Psychologist visits
- Audits and liaison with SENA

Governors' will monitor policy into practice through:

- Governor visits (general)
- SEN Governor visits (specific)
- Principal's Report to the Governors' meeting (termly)
- Annual reports to the Curriculum Committee

The policy will be reviewed bi-annually by the Governors Curriculum Committee. Major amendments will be presented to full Governors.

14. Links with other Policies/Procedures:

This policy should be read in conjunction with the following policies and procedures.

- Equal Opportunities Policy
- Procedures for dealing with attendance and monitoring absence
- Disability Equality Scheme / Accessibility Plan
- Intimate Care Policy
- Physical Activity Policy
- Anti – Bullying Policy
- Safeguarding Policy
- Able Gifted & Talented Policy
- Behaviour Policy
- Child Protection Policy

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- Medical Policy

15. List of Support Documents:

- Appendix A - Role of SENCo as per Code of Practice
- Appendix B - Role of SEN Governor
- Appendix C - Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014)

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Appendix A : Role of SENCo

The SEN Co-ordinator (SENCo), in collaboration with the Principal and governing body, plays a key role in helping to determine the strategic development of the SEN policy and provision in the school to raise the achievement of students with SEN. The SENCo takes day-to-day responsibility for the operation of the SEN policy and co-ordination of the provision made for individual students with SEN, working closely with staff, parents, Prospects and other agencies. The SENCo also provides related professional guidance to colleagues with the aim of securing high quality teaching for students with SEN.

The SENCo, with the support of the Principal and colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of students' needs. This is done by monitoring the quality of teaching and standards of students' achievements, and by setting targets for improvement.

The SENCo should collaborate with ELT, MLT, the Literacy and Numeracy co-ordinators and Year Heads to ensure that learning for all students is given equal priority, and that available resources are used to maximum effect.

In mainstream secondary schools the key responsibilities of the SENCo may include:

- overseeing the day-to-day operation of the school's SEN policy
- liaison with and advising colleagues
- managing the SEN team of Teachers, HLTAs and Learning Support Assistants
- co-ordinating provision for students with Special Educational Needs
- liaison with parents and students with Special Educational Needs
- contribution to the in-service training of staff
- liaison with external agencies including the LAs Support and Educational Psychology Services, the Prospects Personal Advisors, Health and Social Services and voluntary bodies.

Appendix B : Role of the SEN Governor

The governing body of Bosworth Academy should:

- do its best to ensure that the necessary provision is made for any student who has Special Educational Needs
- ensure that, where the 'responsible person' – the Principal or the appropriate governor – has been informed by the LA that a student has Special Educational Needs, and those needs are made known to all who are likely to teach them
- ensure that teachers in the school are aware of the importance of identifying and providing for, those students who have Special Educational Needs
- consult the LA and the governing bodies of other schools, when it is necessary or desirable in the interests of co-ordinated special educational provision in the areas as a whole
- ensure that a student with Special Educational Needs joins in the activities of the school together with students who do not have Special Educational Needs, so far as is reasonably practical and compatible with the individual receiving the special educational provision their learning needs call for, the efficient education of the students with whom they are educated, and the efficient use of resources
- report to parents on the implementation of the School Policy for students with Special Educational Needs

See Section 317, Education Act 1996

- have regard to this Code of Practice when carrying out its duties toward all students with Special Educational Needs

See Section 313, Education Act 1996

- ensure that parents are notified of a decision by the school that SEN provision is being made for their child

See Section 317A, Education Act 1996

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