



Special Educational Needs (SEN/D) Policy

2018 – 2019

LAST REVIEWED:	December 2018
REVIEWED BY:	Jeremy Beecham
NEXT REVIEW DATE:	December 2019

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Shirebrook Academy is committed to providing an appropriate and high quality education to all the students who attend the academy. We believe that all students, including those identified as having SEN/D have an entitlement to a broad and balanced academic and social curriculum, which is accessible to them. Our aim is for all students to be fully included in all aspects of Academy life. Our model of inclusion is based on the removal/reduction of barriers to learning and addressing individual need.

We believe that all students should be equally valued in Academy. We will strive to eliminate prejudice and discrimination, and to develop an environment where all students can flourish and feel safe.

Shirebrook Academy is committed to inclusion. Part of the Academy's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and future needs.

We believe that inclusive education is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- ◆ girls and boys, young men and women;
- ◆ minority ethnic and faith groups, travellers, asylum seekers and refugees;
- ◆ learners who need support to learn English as an additional language (EAL);
- ◆ learners with 'special educational needs';
- ◆ learners who are disabled;
- ◆ those who are identified as 'high attaining';
- ◆ those who are 'looked after' by the local authority (Children in Care);
- ◆ others such as those who have long term medical conditions;
- ◆ those who are young carers;
- ◆ those who are in families under stress; pregnant student and teenage mothers;
- ◆ any learners who are at risk of disaffection and exclusion.

This policy describes the way we meet the needs of students who experience particular barriers to their learning which can be removed or reduced or those who have a specific need which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience at Shirebrook Academy.

We recognise that students learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many students, at some time in their Academy life, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Shirebrook Academy we aim to identify these needs as they arise and provide teaching and learning contexts which enable every student to achieve to his or her full potential.

Shirebrook Academy sees the inclusion of students identified as having SEN as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

Objectives of the policy

- ✦ To ensure the SEN and Disability Act Code of Practice (January 2015) and guidance are implemented effectively across the Academy.
- ✦ To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, students labelled as having SEN/D
- ✦ To continually monitor the progress of all students, to identify needs prior to entry and as they arise and to provide support as early as possible.
- ✦ To identify those students who have SEN/D and who require support or intervention that are additional to those normally provided as part of the differentiated curriculum will be given school-based SEN support
- ✦ To ensure that students with SEN/D are perceived positively by all members of the Academy community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
- ✦ To involve parents/carers at every stage in plans to meet their student's additional needs.
- ✦ To involve the students themselves in planning and in any decision making that affects them through a Person Centred Planning approach to reviewing the support students are receiving
- ✦ To enable students with social, emotional and mental health difficulties to remain in the mainstream classroom as appropriate to their needs by differentiating for them appropriately and providing access to additional support where appropriate.
- ✦ To address any learning and/or social needs that the student has by identifying a possible SEN/D at the earliest point, planning the support, ensuring the student receives the support through a graduated approach and that the support is reviewed regularly.
- ✦ To provide regular guidance and advice to all members of staff to improve their understanding and knowledge of the SEN/D most frequently encountered so that they are able to identify and plan to meet needs of the students.
- ✦ To ensure that all students and young people with SEN/D engage in the activities of the school alongside students who do not have SEN/D.
- ✦ To ensure the SEN/D policy links to all other whole-school policies such as; Anti-bullying, assessment, accessibility plans etc...

Other policies which have particular relevance to this policy:

Please click on the link below to take you to the academy's website. Full copies of other policies which work in conjunction with the SEN/D policy can be found. Some examples which may give further detail include;

- Behaviour and Guidance
- Off-Site and residentials
- PSHE
- First Aid and Administration of Medicines
- Disability Equality Scheme
- Curriculum Policy
- Complaints Policy and Procedure
- Child Protection and Safeguarding
- Attendance
- Anti-Bullying Policy
- Assessment, Recording and Reporting

Link: <http://www.shirebrookacademy.org/information/policies/>

Relevant Publications with relate to the contents of this policy

- Code of Practice, January 2015
- Children and Families Act, 2014
- Equality Act, 2010
- Working Together to Safeguard Children, 2018 (Updated)
- Keeping Children Safe in Education, 2018 (Updated)
- Access arrangements and reasonable adjustments – JCQ 2018/19
- Supporting pupils at school with medical conditions, 2017 (Updated)

The definition

At Shirebrook Academy it is our aim to meet the needs of children and young people with SEN and disability through a truly comprehensive and balanced mainstream curriculum.

We believe that all teachers are teachers of students with SEN/D and raising achievement for pupils with SEN and disability is a collective responsibility that is part of everyday classroom practice. This commitment is widespread to all students at the Academy whether or not they have an Education, Health and Care plan (EHC).

This policy has been written with regard to the 'Special educational needs and disability code of practice', January 2015 which includes and reflects the changes introduced by the Children and Families Act 2014 and The Equality Act, 2010.

In accordance to the guidance, 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 they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The kinds of SEN and disability

There are four broad areas of Special Educational Needs and provision which can be used to identify a SEN-Support level of need. These are:

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

In line with Derbyshire Special Educational Needs descriptors, as an academy, all staff working with students who may have a suspected SEN in any of the areas above will differentiate their teaching in line with these guidelines in order to meet their learning needs.

For further details please visit:

http://localoffer.derbyshire.gov.uk/images/Early%20Years%20Descriptors%20September%202015_tcm61-266521.pdf

The table below identifies some of the ways classroom teaching may be adapted to make 'reasonable adjustments' to meet students' needs in the four areas of SEN.

Area of need	Wave 1	Wave 2	Wave 3	Wave 4
Cognition and learning	<ul style="list-style-type: none"> • Differentiated curriculum planning. • In-class TA support or targeted teacher support. • Use of writing frames. • Access to ICT • Team teaching/modelling • Assessment for learning (including formative and summative assessments and on-going marking) • Extra-curricular access to a variety of clubs (e.g. sports) • Access to whole-school homework clubs. For example – P7, Why do it at home club (WDIAHC)'. • Modified curriculum pathways. • Basic skills course. • Behaviour report (including tutor report, HOY report, SLT report) • Revision classes. 	<ul style="list-style-type: none"> • Literacy and numeracy catch-up interventions. • Visual timetables and other visual aids. • Additional booster lessons. • Smaller sized classes • Targeted in-class support from TA. • Reduced / increasingly individualised timetable with time in BASE possibly • Advice from 'Autism Outreach' if appropriate and necessary • Guided reading within lessons. • Time in academy support • MAT referral 	<ul style="list-style-type: none"> • Small group or one-to-one literacy/ numeracy support. • Nurture group • Language development • Reduced / increasingly individualised timetable. • Possible exam special consideration. • Alternative accreditation / vocational courses (e.g. AIMS award). • Time in academy support • Pen Portrait to help teachers with specific targets • Advice from educational psychologist / specialist teacher. • Academy Support homework club • Invite to academy support at non-structured times • Referral to 'Autism Outreach' if appropriate and necessary. • MAT referral 	An education health care plan will make clear targets with achievable and measurable outcomes.

Area of need	Wave 1	Wave 2	Wave 3	Wave 4
Communication and Interaction	<ul style="list-style-type: none"> • As above with the cognition and learning. • Use of modified language. • Chunking of information • Meet and greet students at door • Structured school and class routines. • Environmental clues (e.g. location systems). • Assessment for learning (including formative and summative assessments and on-going marking) • Extra-curricular assess to a variety of clubs (e.g. sports) • Access to whole-school homework clubs. For example – BYG, Why do it at home club (WDIAHC)'. 	<ul style="list-style-type: none"> • As above with the cognition and learning. • Targeted in-class support with focus on speech and language. • Social stories • Advice from 'Autism Outreach' if appropriate and necessary • Use of additional ICT. • MAT referral 	<ul style="list-style-type: none"> • Small group or one-to-one support for language. • Social stories regularly done with the student • Nurture group • Language development • Pen Portrait to help teachers with specific targets • Speech and language support/ advice or referral • Additional ICT – writing with symbols. • Advice from educational psychologist/specialist teacher. • Referral to 'Autism Outreach' if appropriate and necessary. • MAT referral • GROW 3 Horticulture sessions/ Forest schools. 	<p>An education health care plan will make clear targets with achievable and measurable outcomes.</p>

Area of need	Wave 1	Wave 2	Wave 3	Wave 4
Social, emotional and Mental Health	<ul style="list-style-type: none"> • As above with other areas of need • Whole-school behaviour policy, rules, rewards and sanctions system. • Circle time or equivalent. • Lunchtime club. • PSHE-focused work on Super Learning Days for example. • Peer mediation. • Assessment for learning (including formative and summative assessments and on-going marking) • Extra-curricular assess to a variety of clubs (e.g. sports) • Access to whole-school homework clubs. For example – P7, Why do it at home club (WDIAHC)'. 	<ul style="list-style-type: none"> • Group circle time or equivalent. • Work-related learning through The Learning Community • In-class support for supporting behaviour targets/access/safety. • Additional tutor group support. • Possible time in i-3 • Short term referral to school counsellor • One off anger management done in BASE. • Advice from 'Autism Outreach' if appropriate and necessary • Advice from Derbyshire Behaviour Support Services • MAT referral • Access to targeted groups (Girls or Boys) 	<ul style="list-style-type: none"> • Small group or one-to-one support for social skills. • Individual counselling or peer mentoring. • Pen Portrait to help teachers with specific targets • Individual reward system. • Social skills training or anger management. • Reintegration programme. • Referral to CAMHs • Referral to 'Autism Outreach' if appropriate and necessary • Referral to behaviour support service (Derbyshire) • MAT referral • GROW 3 horticulture programme and Forest Schools in KS3 	<p>An education health care plan will make clear targets with achievable and measurable outcomes.</p>

Area of need	Wave 1	Wave 2	Wave 3	Wave 4
Sensory and Physical	<ul style="list-style-type: none"> • Flexible teaching arrangements. • Soundfield system. • Deaf-friendly initiative. • Writing slopes and pencil grips. • Brain Gym. • Improved accessibility of building. • Moving and handling training. • Early out of lesson passes (short term – less than 12 weeks) • Assessment for learning (including formative and summative assessments and on-going marking) • Extra-curricular assess to a variety of clubs (e.g. sports) • Access to whole-school homework clubs. For example – P7, Why do it at home club (WDIAHC)'. 	<ul style="list-style-type: none"> • Additional keyboard skills training. • Additional fine motor skills practice. • In-class support for supporting access/safety. • Special arrangements for subjects/ movement around school – more long-term (12 weeks or more) • Individual healthcare plan (IHCP) 	<ul style="list-style-type: none"> • Individual support for appropriate subjects (e.g. science, PE) in class or during lunchtime. • Pen Portrait to help teachers with specific targets • Physiotherapy and occupational therapy programme. • Access to PC with switch. • Use of appropriate resources (e.g. radio aids). • Advice from educational psychologist / specialist teacher. • Signage. • Specialist advice from the County Physically Impaired service • Regular reviews and support from the County Hearing Impaired Service. 	<p>An education health care plan will make clear targets with achievable and measurable outcomes.</p>



The Academy regularly assesses, plans, implements and reviews all SEN provision and interventions in order to monitor the impact and progress of all students. This is taken from teacher's assessment and experience of students and is our 'core' approach to pupil progress, attainment and behaviour. A student who is not progressing satisfactorily can therefore be easily identified. This may indicate they require additional support to meet their needs.

The Academy system includes reference to information provided by:

- ◆ baseline assessment results including national tests and cognitive ability tests and at each data collection point throughout the year.
- ◆ National curriculum descriptors for the end of a key stage;
- ◆ standardised screening and assessment tools e.g. reading tests
- ◆ observations of learning, emotional and social development from the teacher, supported by the SENCo;
- ◆ an existing Education, Health and Care Plan;
- ◆ assessments by a specialist service, such as educational psychology to identify any additional needs;
- ◆ another Academy or LA which has identified or has provided for additional needs.

Based on the Academy's observations and assessment data and following a discussion between the subject teacher, SENCO, Learning Support Managers, parents/carers and the student may be recorded as needing, either:

1. Differentiated curriculum support within the class **(wave 1)**
2. **SEN-support**: those needing additional support **(wave 2)**
3. **SEN- support** those needing specialist support **(wave 3)**
4. **SEN- support** Those who need additional support which can be met through and Education, Health and Care Plan **(EHC plan)** will be **(wave 4)**

If it is felt a further assessment is needed it should be done in agreement between; the parents / carer, the child, the school SENCO. It should be a general agreement about the level of SEN support that is required to support the student.

SEN support should take the form of a four-part cycle through where earlier decisions and actions are revisited, refined and revised with a growing understanding of the students' needs.

A Graduated approach

Where it is identified that a student is not making adequate progress, teachers and SENCo's and parents / carers should **collaborate** on problem-solving, planning support and teaching strategies for individual students in an attempt to remove barriers to learning.

Differentiation

Below is a list of the different ways the Academy makes the **first step responses (wave 1 - high quality teaching targeted at students areas of weaknesses)** in order to support students to make progress. The list contains many different strategies, it is important to note that each one may be used to form a **graduated response** to an emerging need identified for individual students

There may not be a need to apply all of them but the list gives a clear indication of the different strategies which **will** be used:

- 1) High quality teaching
- 2) Differentiated work / task for individual students
- 3) Additional intervention/s as appropriate
- 4) Staff training opportunities about different SEND needs
- 5) Additional support through access to TA support in class
- 6) Formal gathering and monitoring of progress , views of pupils and parents/carers
- 7) Visual timetables and other visual aids
- 8) Use of writing frames
- 9) Homework clubs/ revision sessions (such as 'Why do it at home club – WDIAH)
- 10) Working with the SENCo and or HLTA through targeted sessions in academy support
- 11) Paired planning with a colleague
- 12) Co-delivery of lessons if possible / appropriate

The organisation of SEN

The different waves of support at Shirebrook Academy

At Shirebrook Academy all students are seen as individual learners. In order to ensure we meet the needs of everyone, we have a clear inclusive mantra which applies to all classrooms and all students.

“All teachers are teachers of students with SEN.”

‘Wave 1’

This includes all teaching that occurs in every classroom where student's needs are met through a differentiated curriculum delivered by all teachers and other adults in the classroom. The Academy uses the definitions of adequate progress as the revised Code of Practice (January 2015) suggests;

- closes the attainment gap between the student and their peers;
- prevents the attainment gap from growing wider;
- is similar to that of peers starting at the same attainment baseline, but less than the majority of peers;
- matches or betters the student's previous rate of progress; ensures full access to the curriculum;
- demonstrates an improvement in self-help or social or personal skills; demonstrates an improvement in the student's behaviour.

In order to make adequate progress happen curriculum areas are differentiated in any of the following ways:

- ◆ Through differentiation of activities throughout the lesson. The differentiation may involve modifying learning objectives, teaching styles, and access strategies.
- ◆ Personalising student's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the subject teacher.
- ◆ **Monitoring** of progress will be carried out by the subject teacher and used to inform future differentiation within whole class planning.

- ◆ The student's progress will be **reviewed** at the same intervals for the rest of the class and a decision made about whether the student is making satisfactory progress at this level of intervention.
- ◆ Paired planning with teachers and TA's
- ◆ Advice from SENCo and SEN team (BE, HD, HE, LW, LW, DS TAs etc...)
- ◆ SEN staff training offered to all staff (teaching and support) at least three times a year and also engage in professional development for one lesson a week through the school year
- ◆ Intervention groups
- ◆ Department meetings held regularly by all subjects areas

Where a period of differentiated curriculum support has not resulted in the student making adequate progress OR where the nature or level of a student's needs are unlikely to be met by such an approach, provision at the **SEN-support (wave 2)** level may need to be made.

SEN - Support, 'wave 2'

This '**wave**' of SEN-support would be indicated where there is evidence that:

- ◆ there has been little or no progress made with existing interventions at '**wave 1**';
- ◆ additional support is required to develop literacy or numeracy skills;
- ◆ additional support is required for a communication or interaction needs;
- ◆ additional support is required for a cognition and learning need;
- ◆ additional support is required for social, mental and emotional health and development
- ◆ additional support is required for sensory or physical impairments;

This is any additional intervention which may be offered to a student in order to 'close a gap' in progress that may have been identified. This may be initiated at any point in the year and may result in an in-school SEN-support being assigned to a student for a set period of time. Students would be seen by a member of staff about this and involved in the decisions from the beginning. Parents would be notified via a letter or invited in for a meeting to discuss the SEN-support further.

This **may** include:

- ◆ A referral to our Key Stage 3 or 4 support area – known in school as BASE (Behaviour and Social Enhancement). This may mean some lessons are completed outside of the normal mainstream class. This could include access to anger management at Forest Schools for a period of short term intervention.
- ◆ A referral to Academy support area – for both Key Stage 3 and 4 students where a variety of learning support interventions may be offered including; screening for dyslexia, paired reading, literacy interventions, emotional support through academy nurture programmes.
- ◆ Additional interventions put in place to support a possible SEN need.

All of these interventions will be offered as part of the in-school **wave 2 - SEN-support** and will be reviewed regularly. Each student accessing these areas of school for support will have clear agreed outcomes and goals to work towards and it is only when these have been achieved that support may be reduced.

1. Students who have needs similar to other students with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.
2. Students whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.
 - Where needs are similar, it is appropriate to support these students within a group, focusing on the common needs.
 - Both groups of students will have provision for their common needs in a small group as well as some individualised support for their unique needs. Provision will run concurrently with differentiated curriculum support.
 - The group may be taught by the subject teacher and also supported by another adult in some lessons.
 - The responsibility for planning for these student remains with the subject teacher, **in consultation with the SENCO / Learning Support Managers**
 - Outcomes for the interventions at **SEN-Support level** will be set and reviewed in consultation with staff and parents three times a year on Target Review Days.
 - **Monitoring** will be carried out by each classroom teacher and reported in line with the whole school data collection points. See appendix 1 'Significant achievements and difficulties' will be tracked, recorded and identified for all individual students. The SENCo and Academy Support Managers will look at the data in line with the whole school data collections and make adjustments to the provision for a student, if appropriate.

- Targets will be **reviewed** at least twice a year, although some students may need more frequent reviews. The Academy Support Managers will take the lead in the review process. Parents/carers and wherever possible, their student, will be invited to contribute and will be consulted about any further.
- As part of the review process, the Academy Support Managers and Academy colleagues in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the student continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to make provision at the **SEN-support to 'wave 3'**.

SEN- support 'wave 3' (specialist)

This is the level of intervention that is more specialised in its support for a student. It may be that the SENCo or the young person's key worker has consulted a specialist service about a possible SEN need and may result in the point **which as a school we may apply for specialist support**. This may include taking advice from; the Educational Psychologist, referral to CAMHs, referral to hearing specialist, Physical Disability Service, all of which is done in consultation with parents/ carers and the young person.

It is vital that before reaching this level of support 'wave 1' and 'wave 2' support have been thoroughly used to help identify and close any gap in progress which may have been identified.

Most students make progress with these steps taken (except in exceptional circumstances) by staff to meet their needs, however, where there may be 'gap's in progress' identified or there may still be an unidentified SEN, it may be necessary to consult with the SEN department and refer a student for further support and apply for an Education, Health and Care Plan (EHC).

Where students continue to make inadequate progress despite high-quality teaching targeted interventions at their areas of weakness, the class teacher, alongside the SENCo should assess whether the student has a significant learning difficulty. Where this is the case, there should be an agreement about the SEN support that is required to support the child.

Education, Health and Care Plans (EHC plans)

For those students whose needs are most complex and the 'waves' of intervention and which provide SEN-support have not been successful in 'closing any progress gaps' for a student, it may be necessary to apply for an Education and Health Care Plan. These plans run from 0-25 years and focus on goals for each young person involving the young person and parents/ carers with the Academy heavily at all stages.

The aim of an EHC plan is for all services (Education, Health, Social care and other agencies) to work together to provide support for the young person in achieving their goals as they develop.

The Academy is required to submit evidence to the LA whose weekly moderation of assessments panel makes a judgement about whether or not the student's needs can continue to be met from the resources normally available to the Academy. This judgement will be made using the LA's current criteria for making a 'statutory assessment' (based on the criteria in the Code of Practice, January 2015 page 9.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request for an Educational Health Care Plan.

At all stages we work very closely to consult with parent/s and carers so that the best support can be given to your child.

It may be helpful to look at this diagram to help explain the different 'waves' of intervention we offer at Shirebrook Academy



A copy of the SEN parent's information booklet can be collected from the reception which explains how your child is supported at school. Please ask at reception for a copy of this booklet.



It is important all staff, students and parents/carers know who to access in school for further advice and support.

- The Special Educational Needs Co-ordinator (SENCo) is: **Jeremy Beecham**, Assistant Principal.
- The manager of Academy Support is **Helen Dodds**.
- The alternative provision and inclusion leaders is **Chris Hendley**. The Teaching Assistants (TA's) are:

- ✘ **Jenny Hanrahan (Level 2)**
- ✘ **Rachel Brocklehurst (HLTA)**
- ✘ **Debbie McBroom (Level 2)**
- ✘ **Julie Greatorex (Level 2)**
- ✘ **Angela Aldridge (Level 3)**
- ✘ **Dorota Fidler (Level 2)**
- ✘ **Ashleigh Cameron (Level 2)**
- ✘ **Tracey Hallam (Level 3)**
- ✘ **Louise Keeton (Level 2)**
- ✘ **Eva Flirska (Level 2)**
- ✘ **Lauren Ellis (Level 2)**
- ✘ **Emma Butler (Level 2)**
- ✘ **Brett Nussey (Level 2)**
- ✘ **Billy Simpson (Level 2)**

External Support Services

On occasion it is necessary for specialist advice or services to be used so that the very best support can be given to a student with an SEN/D need. A list of our external services who we work very closely with can be found below:

Charlotta Watson	Educational Psychologist
Catherine Sawkins	SEN/D Lead Officer
Denise Glover	Physiotherapist
Anne Hannay	Specialist teacher for the Support Service for Physical Impairment
Ann Gould	Teacher for Hearing Impaired students
Mrs Marie Gallagher	Teacher for Visually Impaired students
Dani Evans	Careers
Andrea French	School Counsellor
Julie Banner	School Nurse
Dr Loveland?	School Doctor
Mick Binns	Behaviour Support Teacher

Sally Balderstone	Autism Outreach
Sophie Tipple	CAMHs Primary Mental Health Worker
Derbyshire Constabulary	Shirebrook based Police Officers and our local PCSOs
Steph Smith	Virtual School

Primary liaison, new in-year starters and links with other establishments

The Assistant principal responsible for transition, Head of Year, the Academy Support Manager, SENCo and Community Liaison Officer all work closely to ensure the successful transition of appropriate information is passed to the academy prior to students starting at Shirebrook Academy.

This is done using some or all of the following strategies:

- ✘ All students and parents/carers are given the opportunity to visit their prospective new placement in advance of their transfer.
- ✘ All information regarding SEN/D records is transferred and encouraged to be transferred from other schools / academies for students starting at Shirebrook Academy.
- ✘ Phone calls may happen between schools in order to assist a smooth transfer of information.

There is a strong early transition plan which includes;

- ✘ Working closely with primary schools, parents/ carers and young people
- ✘ SENCo or Academy Support Manger/s attending annual reviews from Year 5 / 6
- ✘ Early transition visits – working within our academy support area
- ✘ Transition fortnight
- ✘ Targeted parental meet and greet for the most vulnerable students
- ✘ Targeted invite to Summer school
- ✘ Personalised transition plans for students with addition needs can also be arranged if necessary.

Links with the Educational Psychologist

The SENCo and Learning Support Managers liaise with the Educational Psychologist on all matters related to the assessment of students.

Links with Social Care

Jeremy Beecham, Assistant Principal and Sandra Peake, Community Liaison Officer undertake this role. Matters relating to child protection are dealt with by the Designated Safeguarding Lead.

SEN Governor

Our SEN Governor is Sarah Baker

Staff training and expertise within Shirebrook Academy

- ✘ The SENCo has successfully completed a Post Graduate Certificate in Special Educational Needs co- ordination, is also a Designated Safeguarding Lead and has also undertaken the statutory Safer Recruitment training.
- ✘ The SENCO / Academy Support Managers attend regular meetings to update and

revise developments in Special Needs Education and Inclusion.

- ✘ Meeting additional needs and inclusion issues are targeted each year through the Academy's long-term goals and the Academy development plan. In-service training and individual professional development is arranged to match these targets.
- ✘ All staff have access to professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified either at an individual student or whole class level. Each year all staff undergo training from either internal or external specialists. These can include; in-house CPD training for all staff done weekly by all teachers, training from the Educational Psychologist Service (http://www.derbyshire.gov.uk/education/schools/special_educational_needs/psych_soc/young_people/older/default.asp), CAHMS, Derbyshire Safeguarding Board, SSAT or other external providers. Staff completing these courses learn more about SEN and ways they can differentiate their teaching to meet the needs of the students in their classes.
- ✘ Support staff are encouraged to extend their own professional development and the management team will ensure 'tailor-made' training where this is appropriate.

The use made of teachers and facilities from outside the Academy, including support services

- ✘ The Educational Psychologist visits the Academy regularly (according to timetable), following discussion with the Academy Support Managers as to the purpose of each visit.
- ✘ Specialist, direct teaching from this service is used where we do not have the necessary in-house expertise – for example, in relation to student with autistic-spectrum disorders, or severe emotional and behavioural difficulties, or Phono-Graphix 1:1 teaching.
- ✘ The LA SEND Lead Officer works with the Academy.
- ✘ The SENCo and staff in school may liaises with a number of other outside agencies, for example:
 - Multi Agency Team
 - Social Care
 - Educational Welfare Service
 - Academy Nurse
 - School Doctor
 - Community Paediatrician
 - Speech Therapy

Physiotherapy
Occupational Therapy
Physical Impairment Service
PCSOs
Police
Mansfield Mediation Service
CAMHS (Child and Adolescents Mental Health Service)
Autism Outreach
Virtual School



Parents/carers are informed if any outside agency is involved



- ✧ Shirebrook Academy aims to work in true partnership with all parents/ carers. By working with parents and carers we can ensure that all views are listened to and implemented as we turn to parents to guide us when setting up support for their child.
- ✧ Staff and parents/carers will work together to support students identified as having additional needs. Parents/carers are involved at all stages of identifying a suspected SEND need and providing the care around the child in order to meet their needs
- ✧ Parents/carers will be involved at all stages of the education planning process. The SENCO will attend this meeting if the Academy or the parent thinks this is appropriate.
- ✧ We make sure that all parents/carers are given information about DIASS (Derbyshire Information and Advice Support Service) formerly the Parent Partnership which is our local organisation, as soon as a student has been identified as experiencing special educational needs.
- ✧ At review meetings with parents/carers we try to always make sure that the student's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- ✧ Targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process.
- ✧ Ideas and materials for supporting learning at home will be discussed with parents / carers.
- ✧ Parents/carers evenings / Target Review days provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- ✧ Regular communication between Academy and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Principal or, if this fails to resolve the issues, the governing body. Our complaints procedure, available from the Academy office, sets out the steps in making a complaint in more detail.

- ✧ Parents/carers may be invited in for meetings, target review days and special events / information sharing events at the Academy. Parents may also be contacted by phone. We would encourage **all** parents to inform us of their preferred method of communication and keep this information up-to-date and accurate throughout your child's education at the Academy.

- ✧ We are keen to take feedback and suggestions from parents /carers in order to continually improved our partnership with parents/ carers. See appendix 3_ for a copy of a parental questionnaire. A copy of this questionnaire can also be collected in reception.

- ✧ Shirebrook Academy recognises there will be a number of disabled parents/carers of students within the Academy and we work to try to try to ensure they are fully included in parents/carers activities. We also make sure that parents/carers' meetings venues are accessible, we will visit parents at home if they cannot access the Academy.

- ✧ We ask parents/carers about their access preference and then send notes, letters in the required format. Some parents/carers receive regular contact by telephone as this is their preferred method of communication.

- ✧ A flyer is available in the academy reception detailing who to contact (Liz Cartledge, SENCo) if there are any questions / concerns about the progress of a student.

For further information on our policy for working with parents/ carers, please visit our website; www.shirebrookacademy.org where all our policies, which work alongside the Special Educational Needs policy can be found.

Shirebrook Academy is a single site Academy serving Key Stage 3, Key Stage 4 students and post-16 learners.

The Academy is thoroughly accessible for wheelchair users with lifts between floors.

The Academy Support area is situated on the Ground Floor of the building and consists of four classrooms namely;

- 1) Academy Support – includes a classroom space for literacy and language development and 1:1 support
- 2) Academy Nurture - which has a multisensory room and soft furnishings area.
- 3) BASE – for Key Stage 3 only, this includes a classroom space where students work individually or in small groups to develop their social, mental and emotional skills.
- 4) BASE – for Key Stage 4 only, this includes a classroom space where students work individually or in small groups to develop their social, mental and emotional skills.
- 5) The Pinecone site accommodates our GROW programme and Forest Schools.

The SENCO, and the teaching assistants meet daily to discuss student's progress, needs and individual plans.

Accessibility

Academy Support can be accessed by wheelchair users via the main entrance.

Classrooms and break-out areas are carpeted to improve the acoustic conditions so that the effects of hearing difficulties are minimised.

Hand rails have been installed inside and outside the building for physically impaired students to improve safety and mobility around the site.

There is a lift near to academy support areas allowing students to move between all three floors.

Some classrooms have adjustable tables and equipment within them to allow students in wheelchairs to access the equipment.

Students requiring equipment due to an impairment will be assessed in order to gain the support that they require. As an academy we work closely with the physical impairment service or specialist teachers.

Please see www.shirebrookacademy.org for a link to the Disability and Equality Scheme.

Arrangements for providing

- ◆ The Academy will ensure that all students have access to a 'balanced and broadly based' curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every student's needs. (No student will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion).
- ◆ Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- ◆ Staff will work in a way to avoid the isolation of the students they are supporting, and will encourage peer tutoring and collaborative learning.
- ◆ Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all students.
- ◆ Each policy has an inclusion statement detailing access to that curriculum area for students identified with additional needs.
- ◆ Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- ◆ The Academy will ensure that the 'hidden curriculum' and extra-curricular activities are barrier free and do not exclude any students.
- ◆ We adapt printed materials so that students with literacy difficulties can access the text or ensure access by pairing students/peer support/extra adult support.
- ◆ We provide alternatives to paper and pencil recording where appropriate, or provide access through peer or extra adult scribing.
- ◆ Use of a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure students with additional needs are able to demonstrate their achievement appropriately).

Disability equality and

- ◆ Shirebrook Academy aims to make all trips inclusive by planning in advance and using accessible places. Learning Support Assistants accompany students on trips and activities providing support for students.
- ◆ All students are welcome at our after Academy activities and we try to arrange transport when necessary.
- ◆ The RE/GRIT and Personal Development curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from disabled people's organisations or appropriate resources.
- ◆ The LRC centre resources are regularly reviewed to ensure they include books that reflect the range of 'special educational needs' issues and come from a disability equality perspective. Priority is given to the ordering of books with positive images and a positive portrayal of disabled people as they become available.
- ◆ The Academy is aware of the impact of language on the students within our Academy. We work with our students to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti Bullying Policy.
- ◆ We also try to make sure we have positive images of disabled students and adults in displays, resources etc.

Complaints

If a parent has concerns about the way the Academy is responding to the special needs of his/her student the following channels exist to ensure that concerns are dealt with.

- ❖ Contact should be made with the Academy Support Manager, the Alternative Provision and Inclusion Leader or the SENCo. As they have an overview of the support structure of the Academy it is highly likely that any issue that arises can be dealt with quickly.
- ❖ In the event of a difficulty not being resolved by the Academy Support Manager/Alternative Provision and Inclusion Leader / SENCO the parent should contact the Principal.
- ❖ If, at this stage, parents still have concerns, then a formal letter should be written to the Chair of Governors clearly stating the grievance that exists.

The governing body would then assess the evidence and on the basis of the cases put forward by the parents and the Academy, reach an impartial decision.



- ◇ **AfL** – assessment for Learning
- ◇ **ASD** – autistic Spectrum disorder
- ◇ **ASDAN** – Award Scheme Development and Accreditation Network
- ◇ **BASE** – Behaviour and Social Enhancement
- ◇ **BESD**- behavioural, emotional and social difficulties
- ◇ **CAF** – common assessment framework
- ◇ **CAMHS** – child and adolescent mental health services
- ◇ **CPD** – continuing professional development
- ◇ **Differentiation** – the way a teacher / curriculum is made 'different' so that students can complete the work set or instruction given
- ◇ **EAL** – English as an additional language
- ◇ **EHC** – Education, Health and Care (plan)
- ◇ **HLTA** - Higher Level Teaching Assistants
- ◇ **ICT** – Information, communication technology
- ◇ **LA** – Local Authority
- ◇ **MAT** – Multi-Agency Team
- ◇ **MEP** – Multi Element Plan
- ◇ **MLD** – moderate learning difficulties
- ◇ **NQT** – newly qualified teacher
- ◇ **PCP** – person-centred planning
- ◇ **Provision** – the curriculum and care a school can provide for students
- ◇ **PCSO** – Police Community Support Officer
- ◇ **PSHE** – personal, social health and economic (education)
- ◇ **QTS** – qualified teacher status
- ◇ **SSAT** – Specialist Schools and Academies Trust
- ◇ **SMEH** – social, mental and emotional needs
- ◇ **SEN** – special educational needs
- ◇ **SEND** – special educational needs and disabilities
- ◇ **SENCo**- Special Educational Needs Co-ordinator
- ◇ **SLCN** – speech, language and communication needs
- ◇ **SLT** – senior leadership team
- ◇ **SWP** – Student Welfare Panel (Replacing Mat January 2019)
- ◇ **TA** – teaching assistant

The Four areas of need:

- ◆ **Communication and interaction** – Speech, Language and Communication needs. Students with ASD –including: Autism, Asperger's Syndrome which can impact on the way they relate to others
- ◆ **Cognition and learning** – Moderate Learning Difficulties (MLD) Specific Learning Difficulties (SpLD)– Dyslexia, Dyscalculia and Dyspraxia
- ◆ **Social, mental and emotional health difficulties** - may have immature social skills or find it difficult to sustain healthy relationships, may display withdrawn, isolated, challenging and disruptive / disturbing behaviours. Includes: Mood (anxiety or depression), ODD conduct problems, self-harm, substance misuse, eating disorders, ADD or ADHD, Attachment disorder, autism or pervasive development disorder, schizophrenia or bi-polar and disruptive disorder
- ◆ **Sensory and / physical needs** – includes visually impaired (VI), hearing impaired (HI), Multi-sensory Impairment (combined VI and HI), Physical Disability (PD)

Appendix 1:

SEN/D meetings for the academic year.

Shirebrook Academy

SEND Meetings 2018/19

ACADEMY SUPPORT – 3:30pm start

Date
Tuesday, 2 October 2018
Tuesday, 4 December 2018
Tuesday, 5 February 2019
Tuesday 26 March 2019
Tuesday, 14 May 2019
*Tuesday, 4 June (Transition) 2019
Tuesday, 2 July 2019

Appendix 2:

A list of support staff and training they have undertaken in the last 3 years.

Name	Role	Training undertaken
Jeremy Beecham	Assistant Principal/ SENCo	<ul style="list-style-type: none"> • Post Graduate Certificate in SENCo co-ordination • Leadership Pathways – national college for school Leadership (2012) • Certificate of Competence in Educational Testing (CCET) (2018) • CAHMS – Anxiety in Children and Young Adults (2018) • Mental Health Awareness (Nov 2017) • Safer Recruitment (2017) • Designated Safeguarding lead training May 2016 • Management of Diabetes in School – Sept 2016 • Autism and Challenging Behaviour (DCC 2015) • Private Fostering – e-learning module DCC (2014) • CAMHS Understanding Mental Health (2013) • CAMHS specific training around support students who self-harm (2014)
Helen Dodds	HLTA (Level 3) and manager of Academy Support	<ul style="list-style-type: none"> • City And Guilds in care • NVQ Level 3 childcare • SENCo training 2012 • ASDAN training 2013 • Emotional Literacy 2013 • Autism training supporting students with ASD in Mainstream Secondary Schools 2013 • Nurture Group training 2012
Chris Hendley	HLTA(Level 3) and Alternative Provision and Inclusion Leader	<ul style="list-style-type: none"> • BSc (Hons.) Social Psychology- 2:1(2005) • National Learning Mentor Training (2007) • Anger Management (2007) • National Programme for Specialist Leaders of Behaviour and Attendance (2012) • Counselling skills (2012) • Restorative Practice (2012) • CAMHS Everybody's Business course (2012) • Boxall Profiling (2013) • Leading a Team of Support Staff (2014) • Bridge Project Conference (2014) • CPT3A – Specialist Assessor/ Access Arrangements

In addition to the details above, all teaching and support staff undertake in-house training specifically around Special Educational Needs and Disabilities, teaching and learning and other mandatory training.

Appendix 3:

See a copy of the parental/carer questionnaire used to measure parental/carer satisfaction on our website. You can collect a copy of this questionnaire from our reception.

SHIREBROOK ACADEMY
and learning your future

Academy Support Provision

Pupil and Parent Views

My details are

My name: _____

Child's name: _____

Relationship to child: _____

Is your child getting the support they need?
We would appreciate your views

Parent voice setting in

Dear Parents and Carers,

You have recently attended / received additional support from **Shirebrook Academy** and we welcome your views.

1. How would you rate the support given?

Poor Satisfactory Good Excellent

Any further comments:

.....
.....

2. Did you feel you understood the support we were giving?

Poor Satisfactory Good Excellent

Any further comments:

.....
.....

3. Did you have a say in the way your child was supported?

None at all A little Yes, but not enough Yes plenty

Any further comments:

.....
.....

4. How would you rate the friendliness of the staff you worked with?

Poor Satisfactory Good Excellent

Any further comments:

.....
.....

5. As a parent or carer, do you feel that you were listened to?

Strongly disagree Disagree Agree Strongly Agree

If you have answered strongly disagree or disagree, what could we do better?

.....
.....

6. Do you think the support offered will help your child make progress?

Strongly disagree Disagree Agree Strongly Agree

7. What is your preferred method of communication?

Email Face to face Telephone Letter

Any other comments:

.....
.....
.....
.....

Thank you for your time

Optional:

If you would like to leave your details, please fill in the box overleaf

APPENDIX 4

Key relevant other documents/links

Department for Education

<https://www.gov.uk/government/organisations/department-for-education>

- Code of Practice, January 2015
- Children and Families Act, 2014
- Equality Act, 2010
- Working Together to Safeguard Children, 2018 (Updated)
- Keeping Children Safe in Education, 2018 (Updated)
- Supporting pupils at school with medical conditions, 2017 (Updated)

Joint Council for Qualifications (JCQ)

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/access-arrangements-and-reasonable-adjustments-booklet>

Derbyshire SEND

<https://localoffer.derbyshire.gov.uk/>

Derbyshire Information and Advice Service for SEND (DIASS)

<https://www.derbyshireiass.co.uk/>