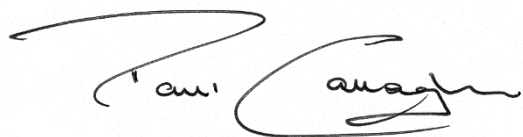




SEND Policy

Date approved by Governing Body:	December 2016
Signature of Chair of Governors:	
Next Review Date:	December 2017

Introduction

Red House Academy is committed to inclusive learning. It is the right of every student, including those with Special Educational Needs and/or disabilities, to learn and experience high quality teaching. It is through learning that our students will be empowered to achieve and lead successful, fulfilled lives. It is through learning that our catchment will be regenerated providing inspirational opportunities for our learning community. Our aim is to grow successful confident individuals capable of leading successful lives by valuing lifelong learning.

Rationale

A student has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A student has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders the student from making use of educational facilities of a kind provided for students of the same age in other schools within the LA is under compulsory school age, or would be if special educational provision was not made for the student.

Special education provision means:

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for students of the same age in maintained schools, (other than special schools) in the area.

Aims and Objectives

- To ensure that all students have access to a broad and balanced curriculum and quality experiences.
- To provide a differentiated and creative curriculum appropriate to the individual's needs, ability and potential.
- To ensure the identification of all students requiring SEND provision as early as possible in their school career.
- To meet and liaise with feeder primary schools to make sure students with barriers to learning are known before transition to year 7
- To ensure that SEND students take as full a part as possible in all school activities and challenge them to achieve their personal best.
- To ensure that parents/carers of SEND students are kept fully informed of their child's progress and attainment.
- To ensure that SEND students are involved, where practicable, in decisions affecting their future SEND provision, especially in the light of the new Education, Health and Care plan
- To focus upon the learning entitlement of its community.
- To ensure the Code of Practice (2014) and Children and Families Bill is adhered to.

We recognise that some students will have barriers to learning at some time during their school life. In implementing this policy, we hope with the appropriate level of support, students will be able to overcome their difficulties and progress with their learning.

Whilst many factors contribute to the range of difficulties experienced by some young people, we believe that much can be done to overcome them by collaborative working with students, parents/carers, teachers, support staff, and if necessary outside agencies.

'The leaders of early years settings, schools and colleges should establish and maintain a culture of high expectations that expects those working with children and young people with SEN or disabilities to include them in all the opportunities available to other children and young people so they can achieve well.' Children and Families Act 2014.

Definition of Special Educational Needs and Disabilities

A young person has SEND 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 he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or 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.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition of the above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Special Educational Provision Means:

For a young person aged 0 to 25 years old, educational provision and support which is additional to, or different from, the educational provision and support made generally for those of the same age, (other than special schools). Young people must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. Red House Academy will have due regard for the Special Needs Code of Practice (2014) when carrying out duties towards all students with special educational needs and ensure that parents are notified when SEN provision is being made for their child.

Roles and Responsibilities of Staff

Principal

- Monitors our annual intake to ensure that students with SEND have not been refused admission or discriminated against because of their special need.
- Acknowledges the need to maintain a high profile for SEND issues and will ensure that these are timetabled for discussion at Governors' Meetings and at staff meetings.
- Supports the designated teacher in establishing appropriate systems for identifying, recording, developing, monitoring and reviewing the progress of gifted and talented students; and will ensure that these systems are adopted by all staff.

The Governing Body: Link Governor Mrs Carole Smith

- Ensures that provision of a high standard is made for all SEND students.
- Ensures that all SEND students are fully involved in school activities.
- Meets regularly with the Leader of Diversity and Senior Managers to discuss SEND issues.

Vice Principal

- Ensures that appropriate budget is allocated to the provision of resource materials for use with SEND students, and that there is access to training opportunities and appropriate expertise for all staff.
- Liaises with the SENCO on a half termly basis to identify students requiring intervention.

Curriculum Leader for Diversity – Karen Mould

- Oversees the Academy's SEND Policy and resources.
- Collates information from staff on the progress and well-being of students and groups with SEND.
- Advises teachers on how they can plan for, support and monitor students on the COP.
- Be responsible for the transition of statements to Education, Health and Care plans.
- Co-ordinates provision for children with SEND.
- Is a key point of contact with external agencies, especially the local authority and its support services.
- Co-ordinates provision for students with special needs and ensures equal opportunity and access to the curriculum regardless of their need.
- Advises on a graduated approach to providing SEND support.
- Delivers and facilitates relevant CPD in relation to SEND students.
- Maintains the Academy's special needs register and oversees the records which form part of the student's individual support plans.
- Provides teaching staff with electronic copies Support Plans, the SEND Register listing students who have statements/EHCPs and those who qualify for School Support (School Action and School Action plus).
- Issues guidance from professionals containing strategies for dealing with a range of learning difficulties.
- Is responsible for the writing of Education and Health Care plans.
- Monitors and reviews individuals, implement annual reviews.

- Informs, liaises and works in partnership with SEND students and their parents/carers.
- Liaises with primary schools to plan a smooth transition for year 6 students with SEND.
- Liaises with Connexions, education and training providers to plan a smooth transition for year 11 students with SEND.
- Ensures examination access arrangements are in place for students with SEND and other students who qualify for them.
- Ensures that support is used effectively within the classroom and on a withdrawal basis.
- Organises and directs LSAs according to the needs of the students.
- Organises and negotiates in-class support/ withdrawal/ following referral.
- Advises colleagues on the various aspects of differentiation, teaching and learning styles for SEND students .
- Attends LA Secondary SENCO meetings and relevant training
- Liaises and works in partnership with external agencies including Educational Psychology Service, Behaviour Support Service, Health Education Services, Learning Support Services, Child Protection Services, Educational Welfare Services, medical services, Connexions and voluntary bodies on the well being of students.
- Manages Learning Support Assistants.
- Contributes to the induction of new and newly qualified teachers working with SEND students.

Assistant SENCO/Safeguarding Officer – Sandra Smiles

- Maintains an electronic copy of the Inclusion Register.
- Works with and supports the Curriculum Leader Diversity.
- Works with and supports the Learning Support Assistants.
- Manages the Learning Support Assistants.

Literacy Co-ordinaor

- Liaises with Curriculum Leader Diversity with regard to provision for students with reading/comprehension ages below 9 years and 6 months.
- Works with the Curriculum Leader Diversity to train staff and introduce new programmes involving students with special needs in literacy.
- Meets regularly with the Curriculum Leader Diversity to assess student progress and allocate support accordingly.
- Works with the Curriculum Leader Diversity to deploy Learning Support Assistants.

Class Teachers

- Being aware that 'all teachers are teachers of special needs'.
- Have high ambitions and set stretching targets for students with SEND.
- Being aware of the Academy's procedures for the identification and assessment of and subsequent provision for SEND students.
- Collaborating with the SENDCO to decide the action required to assist students to progress.

- Working with the SENDCO to collate all available information on the students.
- Working with SEND students on a daily basis to deliver 'Quality First Teaching' that is differentiated to suit the needs of the students.
- Be aware that they can make a difference; 'with high aspirations, and the right support, the vast majority of children and young people can go on to achieve successful long-term outcomes in adult life.'

Learning Support Assistants

- Provide expertise in the education of students with SEND.
- Support SEND students in mainstream lessons wherever possible with a priority given to foundation subjects and classes with a greater percentage of SEND.
- Feedback to the department any concerns that arise about a student's academic progress and/or health and well-being.
- Ensure that the subject staff is fully informed as to the strengths and needs of the individual student.
- Develop, adapt and tailor make resources to aid individual students in accessing the curriculum.
- Reward students and give positive feedback for achievement and commitment.
- Assist in identifying need and setting targets for individual students.
- Assist in compiling and maintaining student records.
- Carry out reviews and update student Support Plans.
- Liaise with teachers on the progress of students they are supporting.

Parents

- Communicate with the Academy regularly.
- Recognise specific needs of their child.
- Help their child to develop and improve their skills and achieve targets.
- Work with the Academy to ensure their child's needs are met.

Students

- Explore their own capabilities and discover "something they are good at".
- Are active participants in their own self-development.
- Make the most of the full range of their abilities within the framework of opportunities provided.

Admissions arrangements

The School Admissions Code of Practice requires children and young people with SEND to be treated fairly. Admissions authorities:

- must consider applications from parents of children who have SEND but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures.
- must not refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs
- must not refuse to admit a child on the grounds that they do not have an EHC plan

The Equality Act 2010 prohibits schools from discriminating against disabled children and young people.

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people.
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

Students with mental ill health needs are supported and treated sensitively by staff who have undergone CAHMS training. If necessary, referrals to CAHMS and CYPS are made by school if parents request this and give their permission.

Students with social and emotional needs are also referred for additional support when the Academy has exhausted all strategies and when it is deemed necessary. Parental support is sought in order to do this.

Identification, Assessment and Review

The new Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas;

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health issues (including behavior)
- Sensory and/or physical needs

All teachers are responsible for identifying young people with SEN and, in collaboration with the SENDCO, will ensure that those students requiring different or additional support are identified at an early stage. Assessment is the process by which students with SEN can be identified. Whether or not a student is making adequate progress is seen as a significant factor in considering the need for SEN provision. Early identification of students with SEN is a priority. The Academy will use appropriate information and assessments.

Early identification of students with SEND is a priority. Therefore, working with and collecting information from our primary feeder schools is essential. This information includes:

- Teacher observation and assessment.
- KS2 SATs results.
- Pivats scores.
- Code of Practice level.
- Support Plans.
- Reports concerning any involvement of outside agencies.
- Information from students.
- Information from parents/carers.
- Internal school reports.
- Results from any other standardized screening or specific assessment tools.
- Any other information included in their SEND files.

During transition students will complete screening activities including:

- Samples of reading and written work.
- General reading assessment (Neales Analysis)
- Assessment for support in exams and assessments

Further assessment will be undertaken with students who are experiencing reading difficulties. These will help to identify each individual student's strengths and needs, the specific provisions that need to be put into place and aid in target setting.

Implementing Provision

At Red House Academy, we have adopted a whole-school approach to SEND policy and practice. The SEND Code of Practice makes it clear that all teachers are teachers of students with special educational needs. Students identified as having SEND are, as far as is practicable, fully integrated into secondary mainstream classes. Every effort is made to ensure that they have full access to a wide and varied Curriculum and are integrated into all aspects of the school.

On entry to the Academy each student's attainment will be assessed in order to ensure continuity of learning from primary school, or transference from another secondary school. (see identification of needs above.) For students with identified SEND, the SENDCO, Year 7 Manager and pastoral colleagues will:

- Use information from the primary school to shape the student's curriculum and pastoral provision.
- Identify the student's skills and note areas that require support.
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, in order to plan next steps in learning.
- Ensure students have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme.
- Involve students in planning/agreeing their own targets.
- Involve parents in a joint home-school learning approach. The reviewing and monitoring of students needs is a whole school responsibility. Subject

Range of Provision

The main methods of provision made by the school are:

The main methods of provision made by the Academy are:

- Differentiated timetables to suit the needs of the individual
- In class Quality First Teaching with support if needed
- Morning literacy sessions
- Daybreak/Breakfast/Afterschool club (reading and literacy/numeracy)

- Access to additional support activities with Higher Level Teaching Assistants and LSA's
- In-class support
- Access to the Bridge Unit, full or part-time
- Small group provision, full or part-time
- Access to alternate curriculum activities off-site
- Access to different educational establishment

Support Plans

Strategies for students' progress will be recorded in an Individual Support Plan containing information on:

- Reading ages
- Comprehension ages
- COP provision stage (see below).
- Relevant medical information.
- Short-term targets.
- Teaching strategies.
- Date for review.
- Success criteria.

The Support Plan will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on individual targets that closely match the student's needs. The Support Plan and targets will be produced with the student and the parent whenever possible.

COP Provision Stages

The Code of Practice advocates a graduated response to meeting students' needs. When they are identified as having SEND, the school will intervene through School Support as described below.

- Make little or no progress.
- Demonstrate difficulty in developing literacy or numeracy skills.
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies.
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment.
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

Monitoring Student Progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between student and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the student's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the student's behaviour for learning
- Is likely to lead to Further Education, training, and/or employment

Where teachers decide that a student's learning is unsatisfactory, the SENDCO is the first to be consulted. The SENDCO and teacher will review the approaches adopted. Where support, additional to that of normal class provision is required, it will be provided through a graduated response of School Support Level 1 and Level 2. Where concerns remain despite sustained intervention, the school will consider requesting an Education, Health and Care plan. Parents and students will be fully involved at each stage.

Record Keeping

The SENDCO/Assistant SENDCO will maintain and keep individual records, in addition to the usual school records, of students on the SEND register, including;

- Information on progress and behaviour for learning
- Updates on review meetings
- Information on level of support and intervention
- Information from previous schools
- Information from parents
- Information from student voice
- Information from external agencies
- Information from other agencies such as Connexions Service/ LAC team
- Information from any other agency involved with student

Teaching SEND students is a whole-school responsibility. Some students may need increased levels of provision and support. The Code of Practice advocates a graduated response to meeting students' needs under the umbrella of 'School Support'.

School Support Level 1

School Support level 1 entitles students to support that is different from or additional to the normal differentiated curriculum. This intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, students:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent social and emotional needs which are not affected by support strategies, but have a detrimental effect on learning
- Have sensory/physical problems and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the Academy decides, after consultation with parents, that a student requires additional support to make progress, the SENDCO, in collaboration with the Interventions Director, Head of Year and teachers, will support the assessment of the student and have an input in planning future support. The subject teacher will remain responsible for planning and delivering individualised programmes. Parents will be kept informed of the action and results.

The SENDCO in collaboration with the Intervention Director, Head of Year or subject teacher will decide the action required to help the student progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the student
- Provision of alternative learning materials/ special equipment
- Group support
- Staff development/training to undertake more effective strategies
- Access to LA support services for advice on strategies, equipment, or staff training

School Support Level 2

School Support level 2 entitles students to the same level of support as level 1 students, the plus being the involvement of appropriate external services. Placement of a student at this level will be made by the SENDCO in consultation with the student and parents. Advice and support from external agencies will be included in on the Inclusion Register and Individual Support Plan. School Support Level 2 intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a student:

- still makes little or no progress in specific areas over a long period
- continues to work at levels considerably lower than expected for a child of similar age
- continues to experience difficulty in developing literacy/numeracy skills
- has social and emotional needs that often substantially impede own learning or that of the group, and this may be despite having an individualised Behavioural Contract
- has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

External support services will require access to students' records in order to understand the strategies employed to date and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the student. Parental consent will be sought for any additional information required. The resulting information may incorporate specialist strategies. These may be implemented by the subject teacher or involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

Education and Health Care Plan

A child's parents, young people, schools and colleges have specific rights to request an assessment for an EHC plan. Children, their parents and young people should feel able to tell their school or college if they believe they have or may have SEND. The legal test of when a child or young person requires an EHC plan remains the same as that for a statement under the Education Act 1996. Students who have a statement and who would have continued to have one under the current system, will be transferred to an EHC plan – no-one should lose their statement and not have it replaced with an EHC plan simply because the system is changing. Students who have a statement and progress to further education or training will continue to receive support during the transition period to EHC plans. EHC's can provide support until the age of 25 years old if deemed necessary. Information required from school towards an EHC:

- information on the student's health and relevant medical history
- N.C. levels
- Literacy/Numeracy attainments
- other relevant assessments from specialists such as support teachers and educational psychologist
- Social Services/Educational Welfare Service reports
- any other involvement by professionals

Reviewing and Monitoring of Student Needs

The reviewing and monitoring of students' needs is a whole Academy responsibility. Subject teachers will be expected to contribute to achieving Support Plan targets and feedback on a student's progress to the Diversity Department at regular intervals. Subject teachers, along with support staff, should also feedback any concerns about the student's progress that arise throughout the year.

Reviews of EHCPs and Support Plans

EHCP must be reviewed annually. The LEA will inform the Curriculum Leader of Diversity at the beginning of each school term of the students requiring reviews. The Curriculum Leader of Diversity will organise and lead these reviews and invite:

- The student's parent.
- The student.
- A representative of the LA.
- Any other person the LA considers appropriate.
- Any other person the Curriculum Leader Diversity considers appropriate.

The aim of the review will be to:

- Assess the student's progress in relation to targets.
- Review the provision made for the student in the context of the National Curriculum and levels of attainment in basis literacy/numeracy and life skills.
- Consider the appropriateness of the existing EHCP in relation to the student's performance during the year, and whether to cease, continue, or amend it.
- Set new targets for the coming year.
- Support Plans will also be reviewed termly. The Curriculum Leader Diversity will organize and oversee the reviews.

Facilities for Students with Special Needs

At Red House Academy, a variety of additional support for students with special needs will be provided including: Reading Intervention Programmes, Handwriting Support Groups, Lunch and Break Clubs, and alternative educational programmes.

Allocation of Resources

A small part of the SEND allocation in the budget is controlled by the Curriculum Leader of Diversity, who uses it to maintain a central store of SEND support materials. These include weblinks for staff information on SEND, diagnostic assessment materials, photocopiable resources for use in individual learning programmes and concrete learning aids for multi-sensory teaching, also ICT software programs. The major part of the allocation is spent on staffing.

Allocation of Learning Support Assistants

Priority for the allocation of LSA time is to the Core curriculum throughout KS3 and KS4 followed by practical/physical subjects such as D&T and PE, then Humanities and Languages. A hierarchy of needs is assessed based on the number of student within a class registered on the COP. Students with an EHCP or Statement take priority followed by School Support level 2 and level 1 respectively. Some LSAs will be timetabled to facilitate reading groups and interventions and lead other small groups outside of the classroom when required. During certain times of the year, LSAs may be called upon to support students during exams, assist in compiling and maintaining students' records, attend meetings or training. These incidents will be kept at a minimum and disrupt the regular timetable as little as possible.

Evaluating Success

The success of the Academy's SEND Policy and provision is evaluated through:

- analysis of student tracking data and progress for individual students and groups
- academy self-evaluation
- advice from the LA SEND school improvement team
- the Academy Development Plan/SEND Development Plan
- discussion with Parents/ Teachers/ Students/External professionals

Staff Development and Appraisal

- All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND students.
- As a routine part of staff development, INSET requirements and training needs in SEND will be assessed. NQTs and staff new to the school will be given training on the school's SEND policy as part of their induction.

Partnership With Parents

Red House Academy recognises the importance of the role parents/carers have to play in the education of students with SEND. The new Code of Practice (2014) highlights the importance of multi agency work and the fact that students and their parents are at the centre of collaborative working, in particular those undergoing the process of obtaining an EHC plan.

Complaints Procedures

The Academy's complaints procedure is outlined in the Academy prospectus and can found on the Red House Academy website.

References

- The Equality Act (2010)
- Children and Families Act 2014
- The Code of Practice 2014

