

Ratified by Academy Trust

Date:

Update:

Signed:



SEND POLICY

Mrs K Mould, SENCO April 2013

Formal Review Date April 2014

SEND POLICY

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 life-long 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 LEA 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 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 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.
- To focus upon the learning entitlement of its community.
- To use PIVATs and/or AP to plan the next steps in a student's learning involve the students in this planning.

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.

Inclusion Director

- Ensures that appropriate budget is allocated to the provision of resource materials for use with SEN students, and that there is access to training opportunities and appropriate expertise for all staff.

Social Communication Director

- Liaises with Curriculum Leader Diversity with regard to provision for students with reading ages below 9 years and 6 months, expressly reading groups, LASS Testing and Literacy Progress Units.
- 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 in literacy.

Curriculum Leader for Diversity – Karen Mould

- Oversees the schools' SEN Policy.
- Collects information about students and identifies those who may need additional support.
- Advises teachers on how they can plan for, support and monitor students on the COP.
- Co-ordinates provision for students with special needs and ensures equal opportunity and access to the curriculum regardless of their need.
- Informs, liaises and works in partnership with SEN students and their parents.
- Contributes to the training of staff.
- Maintains the school's special needs register and oversees the records kept by class teachers which form part of the student's individual learning plan.
- 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 and medical services, connexions, voluntary bodies.
- Liaises with and giving advice to fellow teachers.

- Manages Learning Support Assistants.
- Liaises with feeder schools, colleges and any other schools that a student with SEN may transfer to or from.
- Meets regularly with Social Communications Director, Curriculum and Academy Leaders about SEND issues.
- Contributes to the induction of new and newly qualified teachers working with SEND students.

Assistant SENCO

- Works with and supports the Curriculum Leader Diversity.
- Works with and supports the Learning Support Assistants.
- Manages the Learning Support Assistants.

Class teachers

- Deliver high quality teaching and excellent learning outcomes and create a climate where students achieve their full potential.
- Make provision for SEND students within the classroom.
- Differentiate the curriculum so it is appropriate and accessible to all students
- Inform the Leader of Diversity when concerns arise about a student's academic progress.
- Contribute to the writing of Individual Learning Plans.
- Use Pivats, FFT and APP to set appropriate learning targets for each student.
- Are aware of the curriculum levels, Reading Ages and specific learning needs of all the children in their classes.

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 problems 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 hard work.
- Assist in identifying need and setting targets for individual students.
- Assist in compiling and maintaining student records.

Parents

- Communicate with the school regularly.
- Recognise specific needs of their child.
- Help their child to develop and improve their skills and meet targets.

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 admissions arrangements of the governors make no distinction as to students with special educational needs. The aim of the school is to meet the needs of the child of any parent who wishes to register at the school. In the case of students with a statement of special educational needs, the Leader of Diversity will work closely with the LEA named officer in coming to a decision about the most appropriate provision for the student. No student can be refused admission solely on the grounds that s/he has special educational needs, but we would consult immediately with the LEA to provide appropriate resources.

Identification of Students Needs

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.
- IEPs
- Reports concerning any involvement of outside agencies.
- 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 writing work.
- General reading assessment. (Accelerated Reader).
- VARK Assessment.
- CATs.

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

- Neales Reading Assessment.
- LASS Secondary Literacy Assessment.
- Ruth Miskin Phonics Assessment.
- Dyslexia Screening Test.

Implementing Provision

At Red House Academy, we have adopted a whole-school approach to SEND policy and practice. The SEND Code of Practise 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 the National Curriculum and are integrated into all aspects of the school.

On entry to the school 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.)

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum.
- In-class support from the Learning Support Team.
- Periods of withdrawal to work with a support teacher.
- Attendance at a specialised unit within the school, full-or part-time.
- Support from specialists within class or as part of a withdrawal programme.
- Access to an support from outside agencies.

Individual Educational Plans

Strategies for students' progress will be recorded in an IEP (Individual Educational Plan) containing information on:

- Reading ages
- Pivots score if appropriate.
- LASS results.
- COP provision stage (see below).
- Relevant medical information.
- Short-term targets.
- Teaching strategies.
- Date for review.
- Success criteria.

The IEP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three individual targets that closely match the student's needs. The IEPs will be discussed with the student and the parent.

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 Action and School Action Plus 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.

If the school decides, after consultation with parents, that a student requires additional support to make progress, the Curriculum Leader diversity, in collaboration with 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 closely informed of the action and results.

School Action Plus (SA+)

School Action Plus is characterised by a sustained level of support and, where appropriate, the involvement of external services. Placement of a student at this level will be made by the Leader of Diversity after full consultation with parents at an IEP review

undertaken within School Action. External support services will advise on targets for a new IEP and provide specialist inputs to the support process. School Action Plus 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 National curriculum levels considerably lower than expected for a child of similar age.
- Continues to experience difficulty in developing literacy/numeracy skills.
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- 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 service 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 IEP will incorporate specialist strategies. These may be implemented by the subject teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

Statements

A Statement of Special Educational Need will normally be provided where, after a Statutory Assessment, the LEA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to a Statement. A Statement will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Statement.
- Shorter term IEP targets, established through parental/student consultation and implemented in the classroom.
- Delivered by the subject teacher with appropriate additional support where specified.

Reviewing and Monitoring of Student Needs

The reviewing and monitoring of students needs is a whole school responsibility. Subject teachers will be expected to contribute to IEPs and feedback on a student's progress to the Learning Support 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 Statements and IEPs

Statements 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.
- The relevant teachers.

- A representative of the LEA.
- Any other person the LEA 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 the IEP targets.
- Review the provision made for the student in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills.
- Consider the appropriateness of the existing Statement 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.

IEPs will also be reviewed termly. The Curriculum Leader Diversity will organize and lead these reviews and invite:

- The child's parent.
- The child.
- The relevant teachers.
- 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 the IEP targets.
- Review the provision made for the student in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills.
- Consider the appropriateness of the current COP stage 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.

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 Groups, Handwriting 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 children within a class registered on the COP. Statemented students take priority followed by SA+ and SA respectively. Some LSAs will be timetable to teach Reading Groups and lead other small groups outside of the classroom as need be. 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.