

Special Educational Needs

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The de Ferrers Academy SEN Policy works alongside and in conjunction with The Local Offer offered by Staffordshire Local Authority and various other academy policies namely Admissions, Attendance, Assessment, Complaints, Pupil Premium, Equality, Accessibility Plan, Engaging Learning and the Medical Conditions Policy and is embedded in the Teaching and Learning Framework of the academy.

Reference has been made to the following legislation in the compiling of this policy:

- **SEN Code of Practice** (which takes account of the SEN provisions of the SEN and Disability Act 2001) 2014
- **Equality Act 2010**
- **Children and Families Act 2014**

The policy has been formulated in consultation with stakeholders.

What are special educational needs?

- *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.*
- *A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.*
- *Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England...*
- *Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.*

Code of Practice 2014

Provision for students with special educational needs is a matter for the Academy as a whole. In addition to the Governing Body, the Principal, the SENCO and all other members of staff, both teaching and support staff, have very important day to day responsibilities.

- High quality teaching, which is differentiated and personalised, should be available for all students.
- At the heart of the work of every academy class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of students.
- The majority of students will learn and progress within these arrangements.
- Those students whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

Aim:

- To raise the aspirations, expectations and progress leading to achievement for all students with SEN.

Objectives:

- To ensure access to the curriculum for all students
- To operate a 'whole student, whole academy' approach to the management and provision of support for special educational needs
- To identify and provide for students who have special educational needs and additional needs including the use of outside agencies and support services
- To work within the guidance provided in the SEN Code of Practice, 2014.
- To develop and maintain partnership and high levels of engagement with students and parents.
- To provide support and advice for all staff working with special educational needs students.

Identifying Special Educational Needs

Many students experience delay in their learning and are not making expected progress for a variety of reasons. Many will have differentiated work prepared for them by their teacher in conjunction with the support staff, which will be additional to and different from the curriculum available for the majority of students of their age. The Code of Practice describes four broad categories of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and /or Physical.

As an academy we recognise that progress and attainment can also be affected by factors other than SEN e.g.

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- Behaviour
- English as an Additional Language (EAL)
- Qualifying to receive Pupil Premium Grant
- Being a Looked After Child
- Being adopted
- Being a child of Serviceman/woman

Whilst the above may affect progress and attainment they do not fall within the categories of SEN.

We will maintain an Awareness Register to inform staff members about factors that could affect a student's progress or well-being.

A Graduated Response

STEP 1 – Whole Academy

- Quality first teaching which is differentiated and personalised by, or under the direction of, the classroom teacher to meet the diverse needs of all learners.
- Assessment and monitoring in line with whole academy assessment policy.

STEP 2 – Progress Concerns

The Code of Practice describes 'adequate progress' as:

- Progress which is similar to that of peers starting from the same baseline.
- Matches or betters the child's previous rate of progress.
- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.

Where staff have significant evidence that certain students are still not making adequate progress, referral can be made to the SEN department, clearly indicating previous interventions. Referral can also be made by parents/carers. Referral can be made from evidence provided by the student's previous school.

Procedures for referral:

Action 1: Subject teachers make referral to Heads of Faculty; SEN Office

Action 2: Short-Term subject based or catch-up intervention is put in place and reviewed.

STEP 3 – intervention through graduated support

Once a potential special educational need is identified, four types of action will be taken to put effective support in place consulting with parents/carers/students as appropriate.

- **Assess**
- **Plan**
- **Do**
- **Review**

Specialist Services and teachers with specialist qualifications may be called upon to provide intensive specific programmes to be followed by all adults coming into active learning situations with the student. Individual student progress at SEN Support Level will be monitored in line with the whole academy assessment policy.

STEP 4 – request for statutory assessment

Should students still not be making appropriate progress at an acceptable level the formal assessment procedures for an Education Health and Care Plan will be started by the SENCO in conjunction with the parents and other Specialist Services

Following the legal assessment procedures outlined in the Local Offer by Staffordshire Local Authority.

Supporting students and families

- Parents are encouraged to look at the Staffordshire Local Offer, regulation 3a, which can be found on the Staffordshire County Council website.
- Links with other agencies to support the family and student can be found at: www.staffordshirecares.info/marketplace
- Our academy admission arrangements can be found on our Academy website.
- Access Arrangements for external exams are given to those students who are entitled to them. Testing is carried out by Mr D. Griffiths
- An intensive detailed transition programme is available for students from KS2- KS3 and from KS3-KS4

Support services for parents of students with SEN include:

- Parent Partnership:
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>
- If you have a general enquiry telephone 01785 356921 during office hours. Alternatively email on: spps@staffordshire.gov.uk.

Training and Resources

- SEN funding varies from year to year and is incorporated into the main academy budget.
- Training needs of staff are identified through performance management/appraisal and planned through the whole academy Continuing Professional Development (CPD) programme
- SEND training for staff across all academies within the Multi Academy Trust (MAT)
- We have the following resources within the Academy:
 - Inclusion Support Assistants
 - Individual student passports highlighting reasonable adjustments
 - Student Coach (SEND mentors)
 - Support packs
 - Multi-Sensory Room (Dove Campus)
 - SEND Hub and 'chill out space' (Trent Campus)
 - Dyslexic friendly exercise books and texts
 - Coloured paper for Dyslexic students
 - Specialist equipment for visual and hearing impaired students
 - Fidget toys, 'Buzilegs', weighted blankets, wobble boards, acupuncture mats, calming toys and equipment
 - iPads and keyboards

Roles and Responsibilities

The SENCO is not a member of the ALT. Mr M O'Hare is the advocate on the ALT (SEN code of Practice, June 2014)

- We have an appointed SEN Governor
- We have a Vice Principal who line manages the SENCO and advises the Senior Leadership Team
- We have an appointed SENCO and Assistant SENCO
- We have a team of Additional Support staff
- We have a designated Teacher for Child Protection (DSL), Miss H Roberts.

- We have a designated member of staff responsible for managing PPG/LAC/Adopted funding: Mr M O'Hare

Storing and managing Information

- Documents are stored appropriately according to the Academy's policy on Information Management.

Dealing with complaints

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

- The Head of Year or Director of Learning for subject area
- The SENCO
- The Principal
- The School Governor with responsibility for SEN.

Complaints will be referred to Andy Jones, the Complaints Co-coordinator, who will deal with all concerns sensitively and in line with policy (Children and Families Act 2014, clause 32 and the academy's own complaints procedure).

It is the function of the Staffordshire local authority to supply 'goods and services' as detailed in the CFA 2014, clause 64.

Reviewing the Policy

The SEN policy will be reviewed annually by Governors. Parent governors will be involved in this process.