



THE ACADEMY OF  
**ST NICHOLAS**

# SEND Policy

<b>Review Period:</b>	Annually
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<b>Date for Review:</b>	January 2019

# SEND POLICY

The Academy of St Nicholas 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. Our aim is to grow successful confident individuals capable of leading successful lives by valuing life-long learning.

This policy complies with the statutory requirement laid out in the new SEND Code of Practice 0-25 (2015) incorporating part 3 of the Children's and Families Act and its associated regulations.

## **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 educational provision means:**

- 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 create an ethos and educational environment that is person centred and has the views and needs of the student at heart along with their family.
- To fully adopt the graduated approach to ensure that all students with special educational needs and/or disabilities are identified early, assessed and catered for within the school with high expectations for the best possible outcomes.
- To work within a 'person centred approach', fostering and promoting effective collaboration with students, parents/carers and outside agencies.
- High quality teaching that is differentiated and personalised to meet 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 and involved in their child's progress and attainment.
- To ensure that SEND students are involved, where practical, in decisions affecting their future SEND provision.
- To provide opportunities for students with SEND to achieve their learning targets.
- To actively encourage students to track their own progress, recognise their achievements and review their targets.
- To ensure all staff are aware of students needs and are equipped to meet them.

- To clearly identify the roles and responsibilities of school staff and the SEND governor in providing an appropriate education for pupils with special educational needs and/or disabilities.

### **Roles and Responsibilities of Staff**

**‘Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.’ Code of Practice 2014**

#### **Head of School- David Lancaster**

- 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.

#### **Trust Director of SEN and SENCO – Siobhan Riley**

- 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.
- Establishes appropriate systems for identifying, recording, developing, monitoring and reviewing the progress of SEND students; and will ensure that these systems are adopted by all staff.
- Oversees the school’s SEND policy.
- Ensures that all practitioners in the academy understand their responsibilities to students with SEND and the academy’s approach to identifying and meeting SEND.
- Collects information about students and identifies those who may need additional support.
- Works with the Head of School and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments for access arrangements.
- Advises teachers on how they can plan for, support and monitor students on the SEND register.
- 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 SEND students and their parents.
- Contributes to the training of staff.
- Maintains the school’s special needs register.
- 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 class teachers.
- Manages the Learning Support Department.
- Liaises with primary schools, colleges and any other schools that a student with SEND may transfer to or from.
- Meets regularly with Head of School and relevant staff about SEND issues.
- Contributes to the induction of new and newly qualified teachers working with SEND students.
- Maintains efficient and effective control of the SEND budget.
- Tracks progress of students on the SEND register using available data.
- Encourages students with SEND to participate fully in the life of the school.

## **Assistant SENCO-Neil Webster**

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## **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 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 are fully informed of student's needs.
- Reward students and give positive feedback for achievement and hard work.
- Assist in identifying need and setting targets for individual students.
- Ensure withdrawal programmes are relevant and students are making progress.
- Ensure Individual Learning Profiles are up-to-date and informative.
- Ensure reading ages are updated regularly and shared with all staff.
- Identify students who need to attend reading support.
- Ensure they have a full understanding of students' needs, current levels and targets.
- Meet regularly with the SENCO.
- Support identified students during exam periods.

## **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.
- Ensure that expectations of all students are high and targets are aspirational.
- Differentiate the curriculum so it is appropriate and accessible to all students.
- Inform the SENCO when concerns arise about a student's academic progress.
- Contribute to the writing of Pupil Profiles.
- Use relevant data 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.
- Use LSAs effectively to help move the students forward in their learning.
- Provide liaison sheets for learning support assistants in class.

- Create a caring and supportive environment, which utilises all available and appropriate facilities.

### **The Governing Body**

#### **SEND Governor – Carol Chapman**

- 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 SENCO and Senior Leaders to discuss SEND issues.
- Monitor and evaluate the success of SEND provision in The Academy by reference to outcomes against targets set in SEND action plan.

### **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”.
- Be 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 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 an Education and Health Care Plan, the SENCO will work closely with the LA 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 LA to provide appropriate resources.

### **Identification of Students Needs**

**‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.’ (CoP 2014)**

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

- Teacher observation and assessment.
- KS2 results.
- Pivats scores.(Where appropriate)
- Code of Practice level.
- ILPs
- Reports concerning any involvement of external agencies.
- Internal school reports.
- Results from any other standardised screening or specific assessment tools.
- Any other information included in their SEN files.

The academy’s particular arrangements for assessing and identifying pupils as having SEND also forms part of our published School Offer, which was produced in consultation with parents in cooperation with the Local Authority and with due regard to the general duties to promote disability equality.

- The academy reflects what the Code of Practice states, that students are only identified as having SEND if they do not make adequate progress once they have had all of the

interventions/adjustments and good quality personalised teaching. This is known as SEN Support.

- We are alert to emerging difficulties which may not be evident at an early age, these concerns may be expressed by parents or the children/young people themselves. Equally, it is not assumed that attainment in line with chronological age means that there are no learning difficulties; each individual case is looked at.
- The four broad areas identified within the SEND Code of Practice 2014 are:  
**Communication and Interaction**  
**Cognition and Learning**  
**Social Emotional and Mental Health Difficulties**  
**Sensory and/or Physical Needs**
- These areas exemplify the range of need for which the academy is able to identify and provide support from within the school's provision.
- The purpose of identification is to work out what action the school needs to take, not to fit a student into a category.
- The ability to identify SEND and adapt teaching in response to the diverse needs of students is a core requirement of the teachers' standards (2012), Teachers are guided and supported by the Learning Support Team and information is shared appropriately and frequently.

**What is not SEN but may impact on progress and attainment may include:**

- Disability
- Attendance and punctuality
- Health and welfare
- Students in receipt of pupil premium or pupil premium plus
- LAC
- Being a student of servicemen/women
- EAL

### **Implementing Provision**

At The Academy of St Nicholas, we have adopted a whole-school approach to SEND policy and practice. The SEN 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.

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 Learning Support Assistants.  
Support from specialists within class or as part of a withdrawal programme.
- Access to and support from external agencies.

### **SEN Support in school**

SEN Support takes the form of a four part cycle through which earlier decisions and actions are revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This cycle is known as the graduated approach. (Assess, Plan, Do, Review)

### **Assess**

- In identifying a student as needing SEN Support the school will carry out a clear analysis of the student's needs. This will include academic progress measured in line with their peers, compared to previous progress and to national data.

- Teachers' experiences of the student and tracking of behaviour data will also form part of the assessment.
- The student's own views are sought as well as those from external support agencies who are already involved with the student.
- Parental views and concerns are actively listened to and recorded.
- Assessments are reviewed regularly to ensure that the nature of the provision is appropriate to match expectations.

### **Plan**

- Parents are notified if their child is receiving SEN Support.
- Review dates will be in line with whole school parents evenings and through review meetings organised by the SENCO.
- All teaching staff will be made aware of individual student provision through the withdrawal support register.
- Strategies for students' progress will be recorded in a Pupil Profile containing information on:
  - Reading ages.
  - Relevant information.
  - Teaching strategies.
  - Summary of students' strengths and areas for improvement.
  - Expected outcomes
- Parents must reinforce and contribute to progress at home.

### **Do**

- The SENCO supports the subject teacher in problem solving and advising on the effective implementation of support and in further assessments.
- The subject teacher will remain responsible for working with the student on a daily basis.
- Where interventions involve group or one to one teaching away from the classroom, the subject teacher remains responsible for the student's progress.

### **Review**

- The effectiveness of the support and interventions and their impact on the student's progress should be reviewed at least annually.
- The impact and quality of the support and interventions will be evaluated, taking into account the views of the student and the parents/carers. This information will form the basis of an updated support plan with revised outcomes and changes to support. This will be done in consultation with key staff, students and parents.
- Parents should have clear information about the impact of the support and interventions provided to enable them to be involved in planning the next steps.

### **EHC Plan**

- An EHC Plan will normally be provided where, after a Statutory Assessment, the LA considers the student requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHC Plan. An EHC Plan will include details of learning objectives for the student. EHC Plans must be reviewed annually. The Local Authority will inform the SENCO at the beginning of each school term of the students requiring reviews.
- The SENCO will organise and lead these reviews and invite:
  - The student's parent.
  - The student.
  - The relevant teachers.
  - A representative of the Local Authority.
  - Any other person the Local Authority considers appropriate.

- Any other person the SENCO 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 basic literacy/numeracy and life skills.
  - Consider the appropriateness of the existing EHC Plan 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.

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 Pupil Profile 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.

### **Facilities for Students with Special Needs**

At The Academy of St Nicholas, a variety of additional support for students with special needs will be provided including: Reading Clubs, Lunch and break clubs.

### **Learning Support Centre**

Students who require additional support with learning may spend some time during each week at the Student Support Centre where they will be supported by a Learning Support Assistant who has been guided by their class teacher. Some students will also follow specific packages to help prepare them for adulthood.

### **Small Learning Community**

The Academy of St Nicholas has a Small Learning Community in years 7 and 8 for identified students. The group offers a small, calm and nurturing environment and there is a Learning Support Assistant attached to the class for all lessons. The group follows National Curriculum subjects with highly differentiated lessons and English and Maths taught by a Primary –Trained Teacher. The main focus is on developing literacy and numeracy skills and building students' self-esteem. Social skills are developed through independent lessons.

### **Handling complaints from parents/carers**

Any complaints should first be raised with the SENCO, then if necessary to the Head of School. If unresolved, complaints should then be directed to the SEND Governor. All complaints follow the academy's complaint procedure.

### **Key interventions**

The programmes used with in the Learning Support Department.

### **Rapid Plus Reading**

This is a cutting-edge reading series for students reading between NC levels 1a and 4c (reading ages 6.6 to 9.6). The Age-appropriate content and innovative software supports students when reading independently and has a strong focus on comprehension. The Assessment Book for each **Rapid Plus** stage contains two stories allowing teachers to assess students' progress and address difficulties if necessary before moving onto the next **Rapid Plus** stage. The Rapid Plus online software is an easy, innovative way for SEN students to practise their reading skills independently, helping to build confidence. Online access allows students to access the on-screen books and activities easily, anywhere, anytime and provides students with the support they need to attempt



reading on their own. This online programme also consolidates students' learning alongside the Reading Books to help students progress and motivates students and builds key comprehension skills through fun quizzes and activities based on a system of points and rewards. The software monitors students' progress and effort, allowing teachers to check and track students' progress easily at a glance

### **Reading Wise**

This is a web based literacy programme to help fill gaps in students' knowledge.

### **Accelerated Reading Support**

Students in years 7 and 8 follow an accelerated reading package in their English lessons and also during morning form time and some additional time is allocated to this for students with low literacy levels.

**All students who attend the Learning Support Centre also work on building self-esteem and self-confidence. Our aim is to ensure that our students become independent and confident learners.**