



Enterprise South Liverpool Academy

Special Educational Needs Policy

The sponsors' mission is that the Enterprise South Liverpool Academy (ESLA) equips all members of its learning community with the values, skills and attributes they will need for personal success and well-being in a multi-cultural society and global economy

Also to significantly contribute to community cohesion and regeneration as a centre of learning to provide support, training and business opportunities for the benefit of all local people.

*The **Enjoyment of Learning**, the opportunities provided through the **Enterprise and Business** and **Languages for Business** specialisms and a culture that reflects **Christian Values and Principles** are the core characteristics of the Academy. These complementary core elements are evident in everything the Academy does and represents.*

APPROVED DATE	28 th January 2015		
REVIEW DATE	28 th January 2016		
SIGNED HEAD OF SCHOOL		PRINT NAME	KEVIN UNSWORTH
SIGNED CHAIR OF GOVERNORS		PRINT NAME	KEITH SEXTON

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March comes into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website: www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway

The Special Educational Needs and/or Disabilities (SEND) Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Liverpool that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Mission Statement

'ENJOY, LEARN ACHIEVE'

Enterprise South Liverpool Academy is an inclusive school where everyone is made to feel welcome. Our Academy vision sets out to ensure that all students ENJOY high quality LEARNING experiences through which they are able to ACHIEVE their full potential. Our inclusive ethos aims to encourage all pupils to be actively involved in their own learning. This involves valuing all pupils and staff equally and reducing barriers to learning and participation.

1. Aims and objectives 'Every Teacher is a Teacher of SEN'.

Aims:

- Provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.
- Promote independence, equality and consideration for others.
- Ensure that we raise the aspirations of all our students and celebrate the wide range of their achievement.
- Support all students to excel by offering multiple pathways for progression.
- Equip students with the skills and attributes necessary for adult life.
- Create a welcoming atmosphere for parents.

Objectives:

- **Staff members seek to identify the needs of students with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services (and feeding schools or early years settings) prior to the child's entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the Special Educational Needs Coordinator (SENCo).
- **Monitor the progress of all students** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure students with SEN have full access to the National Curriculum** by operating a 'whole school' approach to the management and provision for support of SEN and providing a SENCO who will work within the SEN Inclusion Policy.
- **Work with Staff** to provide support and advice for all staff working with SEN students.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the student's needs cannot be met by the school alone. Enterprise South Liverpool Academy receives further support from the following organisations: Education Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS), EMTAS, Abbots Lea ASD Outreach Team, Hope Behaviour Outreach Team.
- **Create a school environment where students can contribute to their own learning** by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all students at regular intervals. A sense of comradeship and team spirit is also encouraged through wider opportunities for participation in school life (e.g. membership of sports teams and other clubs).

2. Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is J Houghton
- The person co-ordinating the day to day provision of education for pupils with SEN is Mrs J Edge (SENCo)

SEN provision

The SENCo will hold details of all SEN Support records .

All staff can access the following documents on the shared delivery file:

- The Enterprise South Liverpool Academy SEN Policy.
- A copy of the full SEN Register.
- Guidance on identification of SEN in the Code of Practice.
- Information on individual pupils' special educational needs including pupil profiles.
- Practical advice, teaching resources, and information about types of special educational needs and disabilities.
- Information available through The Liverpool SEND Local Offer.

By accessing the above every staff member will have up-to-date information about all students with special needs and their requirements; enabling them to provide for the individual needs of all students. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

4. Admission arrangements

The admission arrangements for *all* student's are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Where appropriate upon transition; children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. An individual plan of action to aid transition will be offered.

5. Specialist SEN provision

Enterprise South Liverpool Academy is an inclusive school. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion see Section 10. In our school we support children with a wide range of needs. We are committed to whole school inclusion and will seek support and training from SEND services where appropriate.

6. Facilities for pupils with SEN

The Enterprise South Liverpool Academy site building regulations comply with all relevant accessibility requirements. **Carillion Facilities Management** oversees the maintenance of the site. The building provides wheelchair access, disabled toilets and lifts. A suite of rooms have been allocated to form the Bridge to Learning which encompasses The Small Learning Community and the Student Support Centre which is the base for students with SEN.

7. Allocation of resources for pupils with SEN

All pupils with SEN will have access to Element 1 and 2 of a school's budget which equates to £6,000. (9 hours of support per identified pupil) Some pupils with SEN may access additional funding. This additional funding can be acquired from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding (HLN or High Level Needs) is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

It is the responsibility of the senior leadership team, SENCo and governors to agree how the allocation of resources is used. A number of SEN pupils may also receive intervention funded by Pupil Premium allocation depending on the nature of the programme(s) offered.

8. Identification of pupils needs

Identification:

See definition of **Special Educational Needs** at start of policy.

A graduated approach: 'Every Teacher is a Teacher of SEN'.

Quality First Teaching: 'The baseline of learning for *all* pupils'.

1. Any student who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
2. Once a student has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. These are highlighted on class profiles and through the SPEAR system, where appropriate strategies for support in lessons are identified. The quality of teaching and provision is closely monitored through the Academy Quality Assurance process, where the progress of all students including those additional needs is monitored closely.
3. The subject teacher will take steps to provide differentiated learning opportunities that will aid the students' academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
4. The SENCo will be consulted as needed for support and advice.
5. Through the above actions it can be determined which level of provision the student will need.
6. If a student has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
7. Parents are encouraged to share information and queries with the school.
8. The student is monitored if concern is raised by parent or teacher but this does not automatically place the student on the school's SEN register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
9. Student progress meetings and parent evenings are used to monitor and assess the progress being made by all students.

SEN Support:

Where it is determined that a student does have SEN, parents will be formally advised of this before inclusion of the individual on the School SEN Register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

Assess

In identifying a child as needing SEN support the subject teacher, working with the SENCo should carry out a clear analysis of the student's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the student is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staffs are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

When it is decided to provide a student with SEN support, parents will be informed. Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the students including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The subject teachers remain responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the students strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

Reviewing student progress will be made following termly assessment checks. The review process will evaluate the impact and quality of the support and interventions. The SENCo will revise the support and in light of student progress and development; making any necessary amendments going forward, in consultation with relevant parties.

Referral for an Education, Health and Care Plan:

If a student has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the student are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a meeting progress involving parents and SENCo .

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the pupil is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer: or contacting the Parent Partnership Service on **0151 225 3535**

Education, Health and Care Plans (EHC Plan)

1. Following Statutory Assessment, an EHC Plan will be provided by Liverpool City Council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved developing and producing the plan.
2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The **Annual Personal Review** enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

For further information please contact the SENCo in school.

9. Access to the curriculum, information and associated services

Students with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account with the wishes of parents and the needs of the individual.

Every effort will be made to educate students with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with parents for other flexible arrangements to be made. Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided school. Staff members attend twilight Inset training to further develop skills and knowledge.

Ensuring Access to the Curriculum for Students with SEN:

The SENCo and Senior Leaders are responsible for:

- Keeping staff fully informed of the special educational needs of any students including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. Ensuring staff members are kept up to date with teaching **methods which will aid the progress of all students including those with SEN.**
- In-class provision and support are deployed effectively to ensure that the curriculum
- is differentiated where necessary.
- Individual or small group tuition is available where it is felt that students would benefit from this provision.
- Setting appropriate individual targets that motivate students to do their best.

10. Inclusion of pupils with SEN

The Head of School, Mr K Unsworth oversees the Academy Policy for Inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom and offsite provision.

The school will seek advice where appropriate around individual students, from external support services. Where a behavioural incident warrants exclusion the relevant Behaviour Manager and member(s) of SLT will consider the incident in line with the Academy Exclusion Policy.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and students during the academic year.

Student progress will be monitored on a termly basis in line with the SEN Code of Practice. The Bridge to Learning offer an *Open Door* policy where parents can access the SENCo without making an appointment..

A formal evaluation of the effectiveness of the school SEN provision and policy culminates in an SEN Report. The evaluation is carried out by the SENCo in consultation with the Head of School and link SEN governor. Information will be gathered from different sources such as student / parent and teacher feedback from parent's evenings/ feedback forms. This will be collated by the governing body of an Academy School on an annual basis in accordance with section 69 of the Children and Families Act 2014.

12. Complaints procedure

Refer to the general Complaints Procedure.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCo, designated Senior Leadership Line Manager who will be able to offer advice on formal procedures for complaint if necessary.

13. In service training (CPD)

We aim to keep all academy staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The academy seeks the support of the Local Educational Services when a need for specialist training is identified.

The SENCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff. All Teaching Assistants are offered training opportunities through a range of local agencies working with specific students at the academy.

We recognise the need to train all our staff on SEN issues and to support their professional development. The SENCo, with the Senior Leadership Team, ensures that training opportunities are matched to schools development priorities.

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN students and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo who will then inform the child's parents. The Learning Manager, Attendance Officer, School Nurse, SENCo liaise regularly. At this time any relevant information regarding pupils with SEN is discussed and if necessary filtered to teaching staff using a variety of means. This forum provides an opportunity to gather evidence, offer advice to appropriate provision.

15. Working in partnerships with parents

Enterprise South Liverpool Academy believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEN to enable personal success.
- Parental views are considered and valued.

The SENCo will provide support to teaching staff throughout the Academy and will receive guidance upon request. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs. The SENCO may also signpost parents of students with SEN to the local authority Parent Partnership Service where specific advice, guidance and support may be provided.

If an assessment or referral indicates that a student has additional learning needs the parents and the student will always be consulted with regards to future provision. Parents are invited to attend

meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

16. Links with other schools

Transition

Where a student has a current statement or EHC plan there is a legal requirement to provide an annual review at the point of Year 9 and Year 11 transition. This review may take the form of a Person Centred Review or Formal Review. This is decided upon by the SENCo in consultation with external agencies. Transition Plans are drawn up in accordance to parental, student and staff views follow the actions of a Review Meeting.

17. Links with other agencies and voluntary organisations

Enterprise South Liverpool Academy invites and seeks advice and support from external agencies in the identification, assessment and provision of SEN. The SENCo is the designated persons responsible for liaising with the following:

- Liverpool Education Psychology Service
- Behaviour Support Service
- Speech and Language Service
- EMTAS
- Specialist Outreach Services

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEN provision.