

Special Education Needs & Disability (SEND)
Policy

2017- 2018



ARCHBISHOP
SENTAMU
ACADEMY

Church of England

Approved by Archbishop Sentamu Academy, Local Governing Committee
on 23rd March 2018

Next Date of Review: September 2018

Archbishop Sentamu Academy

Christian Aims and Values

Values

Inspired by God: Father, Son and Holy Spirit we **Aspire** to be a community founded upon mutual trust where everyone is loved for who they are. We seek to **Serve** others by putting their needs before our own and believe that working together, with God's help, we can **Achieve** more than we could alone.

As a Church of England Academy, our core values are trust, love and community:

- **Trust** is essential to human life and lies at the heart of all successful relationships. With wisdom and understanding, we can learn to trust. We aim to do this by being reliable and not letting others down. In this way we, can help each other feel safe;
- Jesus has shown us love. We try to reflect that **love** to those around us by being sensitive to the needs of all members of our Academy community;
- We aim to be an inclusive **community**. Each person is needed, valued and important. When things go wrong we will forgive each other and make a fresh start. We will share what we have with those in need and try to treat others as we would like them to treat us.

Aims

As a Church of England Academy we aim to:

- Treat students, staff and visitors with respect;
- Incorporate and promote the values behind the academy motto; Aspire, Serve, Achieve in all we do;
- Instill a sense of self-worth and value in every student;
- Encourage student participation in the planning and the running of our Academy wherever possible;
- Encourage religious literacy as a way of interpreting the world around us;
- Encourage, challenge and support every person to achieve his or her potential.
-

Archbishop Sentamu Academy

SEND POLICY **CONTENTS**

1. Introduction
2. Policy Aims
3. Policy Objectives
4. Definition of Special Needs and Disability
5. Categories of Need
6. The Named people responsible for SEND
7. The role of the Assistant Vice Principal - SEND
8. Admission Procedures
9. Specialist Provision
10. Facilities and Equipment
11. Allocation of Resources
12. Identification and Assessment Procedures
13. Access to Curriculum
14. Arrangements for Inclusion
15. EAL Provision
16. The Role of the Governing Body
17. Dealing with Complaints
18. Staff Training
19. Links with Support Services
20. The Role of Parents
21. Links with Educational Providers
22. Links with Health, Social Services and Voluntary Organisations
23. Evaluation of Policy
24. Criteria for evaluating the success of the policy

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

1. Introduction

Inclusion and Achievement for All

The purpose of this document is to ensure that all stakeholders, including parents, teaching staff and governors understand and use a consistent approach in implementing support for young people with special/additional educational needs.

Every child is a unique individual with personal, social and intellectual needs. The Academy believes that every child has talents, skills and interests, which must be nurtured and developed. We believe that every child not only has an entitlement to equal opportunities but also to personal development, as an individual who is different from others. Each child has a personal learning plan, the purpose of which is to support them in learning to learn. The plan offers extension opportunities to students with exceptional abilities and talents in any curriculum area.

For some students, to achieve their potential additional needs must be met. This policy demonstrates how the Academy meets the additional needs of such students with regards to the following areas:

- Teaching and Learning Policy (overarching)
- Equal Opportunities and Racial Equality Policy
- Behaviour Policy
- Disability Discrimination Policy (Access Plan)
- Child Protection Policy
- EAL policy
- Medical Policy
- Every Child Matters Agenda

Archbishop Sentamu Academy works to promote the fundamental principles of the SEN Code of Practice 2014.

“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. Local authorities, education providers and their partners should work together to help children and young people to realise their ambitions in relation to:

- **higher education and/or employment**, including exploring different employment options, such as support for becoming self-employed and help from supported employment agencies

- **independent living**, enabling people to have choice and control over their lives and the support they receive, their accommodation and living arrangements, including supported living
- **participating in society**, including having friends and supportive relationships, and participating in, and contributing to, the local community
- being as healthy as possible in adult life.”

Code of Practice 2014. (1.39)

2. Policy Aims

The Academy’s practice aims to:

- To ensure the equal opportunities and the entitlement of all students in a broad and balanced curriculum.
- To reduce the barriers to learning and increase the participation of all students.
- To track the progress of SEN students in core areas.
- To strive for effective communication on both directions between the Academy and parents, enhancing the relationship between Academy and home for the benefit of the student.
- To provide a supportive and nurturing environment where each student can achieve their maximum potential, developing their self-esteem.
- To ensure early identification of students with SEN through cross-phase liaison at Primary and Post 16, enabling the development of appropriate strategies to meet their needs.

3. Policy Objectives

- To identify those students whom the Academy needs to support to increase their participation.
- To effectively use progress tracking systems of SEN pupils across the Academy.
- To maintain an open invitation, for parents to drop in and work and learn alongside their child.
- To maintain the Link Teacher System. Link Teachers to co-ordinate the Faculties, IEPs and assist in further effective communication.
- To liaise with the Academy’s pastoral system, in providing for the emotional needs of pupils.

- To meet with partner primary schools and to complete all transition forms at Post 16, disseminating information appropriately.
- To ensure that funding for students with statements is monitored and used effectively.
- To liaise with outside agencies to provide adequate and appropriate provision for students with additional learning needs.

4. Definitions

4.1 Special Educational Needs

“A child or young person has a 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.”

SEN Code of Practice 2014

A student who has special educational needs (SEN) is one who at any time is assessed as having one or more of the needs as listed under section 5. Categories of Need.

A student’s need can be short or long term. At the Academy, we are committed to meeting these needs in a range of innovative and varied ways, always in conjunction with and with the full involvement and understanding of the student and parent.

4.2 Disability

‘A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities’

Equality Act 2010

5. Categories of Need

The Code of Practice 2014 describes four broad areas of SEN:

- 5.1 Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).

- 5.2 Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
- 5.3 Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
- 5.4 Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

6. Named People responsible for AEN

- Special educational needs coordinator (SENCo) - Miss Charlotte Bowes (currently on Maternity Leave).
- Acting SENCo – Mrs Rebecca Norton
- Designated person for Child protection and ‘Looked After Children’- Mrs Julie Allison
- Assistant SEN Co-ordinator - Mrs Wendy Kirby
- Intervention Manager - Mrs Ann Lowe
- SEN Basic skills Co-ordinator – Mrs Becky Joules
- SEN EAL Co-ordinator – Mrs Michelle Verity
- Transition Co-ordinator - Miss Anna Moorhouse

7. The Role of the SENCo

The SENCo leads the Special Educational Needs team. This team covers a range of areas within the academy.

The team is made up of Teachers, Instructors and Level 2/ 3 Teaching Assistants and Higher Level Teaching Assistants (HLTA).

The SENCo and the Inclusion and Learning Support Coordinators work to administer the implementation of the Code of Practice. This includes:

- Formulating team and whole school policy, in relation to SEN.
- Developing strategies to identify and plan provision for students with Special Needs.
- Managing support for identified students including the deployment of SEN Support staff.
- Maintaining records on student’s progress and provision, developing and distributing working documents such as Individual Education Plans, Annual Reviews, Transition Plans and Pastoral Support Plans.

- Contributing to school policy making, through Teaching and Learning, pupil support meetings and through close liaison with individual faculties.
- Informing the Senior Leadership Team on matters of SEN including physical and curriculum access issues.
- Working closely with the parents of pupils with SEN.
- Working in partnership with a variety of professionals and agencies engaged in the support of pupils.
- Liaising with partner primary SEN Co-ordinators and staff with responsibility for SEN at Further Education establishments in order to ensure a smooth transition into Key Stage 3 and beyond Key Stage 4.

8. Admission Procedures

The SENCo sees students who may require support as part of their admissions process. Students with SEN needs, spend some time in school in order for their needs to be assessed and a planned integration to be drawn up.

Students who have Special Educational Needs are admitted to Archbishop Sentamu Academy, following procedures and guidelines set by the Local Education Authority. This also embraces the requirement of the Code of Practice 2014.

'The School Admissions Code of Practice requires children and young people with SEN to be treated fairly.

Admissions:

- **must** consider applications from parents of children who have SEN 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.'

Code of Practice 2014. (1.27)

9. Specialist Provision

The policies outlined in this section apply to all pupils with SEN, whether or not they have EHC Plans.

The school closely monitors the progress of all pupils, including those with special educational needs. The effectiveness of the provision for these pupils is evaluated by

ensuring that they make adequate progress. This will be reviewed termly by class teachers in collaboration with parents, the SENCo and the pupils themselves.

Pupils who are receiving support that is additional to or different from their peers, due to special educational needs, will be assessed on a termly basis in all their subjects in line with the whole school policy of termly assessment of progress. In addition, these pupils may be assessed in more specific terms using more detailed testing, to evaluate their level of progress in their specific area(s) of difficulty.

The approach to teaching pupils with special educational needs varies, dependent upon the need of the particular child. Some of the interventions that are used are:

- Interventions at KS3 for literacy, where pupils are withdrawn from lessons to work in small groups on a variety of interventions dependent upon their specific need.
- Interventions at KS4, where pupils continue to receive literacy support instead of one of their option subjects to aid progress for them across the curriculum.
- KS3 Maths interventions to support pupils who show signs of difficulty with numeracy.
- In-class support from a teaching assistant (TA), where a higher level of support is required.
- Particularly weak and vulnerable children take part in a nurturing tutor group of ten to fifteen pupils. In addition to be given additional Literacy and numeracy lessons
- Elvin Centre - This is an inclusion centre that is a part of ASA run by academy staff to support pupils who are at risk of permanent exclusion.

9.1 SEN provision in more detail:

9.1.1 Key Stage 3 SEN provision

Nurturing Tutor Group

There are currently 3 nurturing tutor groups within the academy. All nurturing tutor groups have a full time, Level 2 TA attached. The groups traditionally have 15 students or less. The children typically have withdrawn behaviour as a result of a lack of early nurture and/or significantly below the National average for Numeracy and Literacy.

The groups are valued and are an integral part of the whole academy and pupils attend main lessons although classes are streamed. This is to encourage independence as it involves movement around the Academy.

The Nurture Tutor group encourage a calm ambience. The tutor group offers a structured routine, therefore the children develop greater trust in their teachers,

Academy and education as a whole. This impacts positively on their self-esteem. They feel safe and learn to ask questions, make sense of their experiences and articulate their thoughts. This leads to greater independence and the capacity to learn. Students also begin to learn to use effective social skills and adopt alternative strategies to use in difficult situations.

9.1.2 Key Stage 3-4 SEN Provision

The Elvin Centre

The Elvin Centre has been the Academy's inclusion provision for 3 years. It was realised that there were some students in the Academy, experiencing behavioural and/or attendance problems and were finding it very difficult to adapt to 'full time life' in the Academy. Some of the students deemed as at risk of exclusion. The centre is currently accommodating students in years 7 to 10.

Students who attend have an Individual Learning Programme. This is discussed with the student and the parents beforehand. They are grouped according to attainment and/or need. The intention is that students will not attend Elvin on a permanent basis and reintegrate back into mainstream. Students continue with their studies whilst at Elvin. Teaching at the Elvin Centre is undertaken by Teachers and Level 3 TA's.

9.1.3 Literacy and Numeracy SEN interventions

Although children learn to read and write satisfactorily through high-quality classroom teaching, we receive a high number of students who are on entry below the national average in English (reading and writing) and Maths. In ASA we have made significant developments in creating Literacy and Numeracy Support intervention programmes, to support pupils who fall into this category. Further information regarding this can be found the Academy's Basic Skills policy.

10. Facilities and Equipment

The Special Educational Needs Department (SEN) has the use of classrooms and a resource base on the 2nd & 4th floor. There is a designated room for disabled pupils with physical management needs, in addition to disabled hygiene facilities are on every floor. There is access for students with mobility difficulties to all buildings, including two lifts on the main site. Provision is also made for students with an AEN, requiring escorted movement between lessons and access to toilet facilities.

11. Allocation of Resources

The Academy receives funding specific to Special Educational Needs direct from the Government

This funding is utilised in the staffing and specific resources needed to ensure all Special Educational Needs are met, furthermore the general funding the Academy

receives is made available, together with any retained surplus and, where appropriate, charitable reserves to allow all requests for support and resources over and above the specific funding received to be considered.

A major priority for funding is that of high level, well-qualified and experienced support staff. The SENCo allocates staff to departments and students depending on the student needs and the experience and specialisms of the staff.

The Learning Support allocation has allowed the SENCo and SEN Support Co-ordinator to work almost exclusively full-time with students with SEN.

Funding awarded to the Academy for students without statement of SEN or EHC plans, but at SEN support stage is used to provide additional adult support in class or addition out of lesson interventions.

SEN expenditure is carefully recorded and monitored by the Academy's Finance Manager Mr K Matchett.

12. Identification and Assessment Procedures

“Every school is required to identify and address the SEN of the pupils that they support.”

SEN Code of Practice 2014 (6.2)

In order to identify students with SEN, the following assessments and procedures are performed.

- Cognitive Abilities Tests undertaken by all Year 7 pupils early in the Autumn Term.
- Close examination of Key Stage 2 SAT levels, Teacher Assessments and prior attainment data.
- Individual reading tests for all students with the purpose of identifying need.
- Individual spelling and vocabulary assessments for students performing at a low level.
- Liaison with partner Primary SENCO's during the academic year before entry. Linking with Transition TA (Anna Moorhouse).
- Examination of prior attainment data, including Teacher assessments and ½ termly data collection.
- Referral from class teachers, tutor teams, Heads of House, Subject Team Leaders, outside agencies and parents.

Once students are identified as needing SEND support, an Individual Support Plan is drawn up. This contains Literacy and Numeracy targets. . ISP's are drawn up to

include behavioural targets, where appropriate. These targets are reviewed 1/2 termly.

For students with EHCP's, the above procedures apply. In addition to this an Annual Review is held for EHCP's.

12.1. Graduated Approach

'A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.'

SEN Code of Practice 2014

Action	Who is involved?	What is involved?	Next steps
Differentiation	The class teacher responsible for the pupils.	The teacher plans for the activities to be given the pupils at the appropriate level of need for success and progress to be achieved.	If, after observations in a variety of contexts and in discussion with parents/carers, a pupil is not making adequate progress, an individual support plan is considered.
SEN support 1	The teacher responsible for the child informs the SENCO of the concern and with advice obtained, writes an ISP in consultation with the parents/carers and the pupil.	The ISP is implemented in the class. Additional and/or different activities/resources are used to meet the needs of the pupil. Suggestions for support at home are considered with the parents/carers. ISP is reviewed regularly.	Most pupils should make progress with the additional help but if the targets and strategies implemented in the ISP mean that adequate progress is not made, advice is requested from outside agencies.

SEN support 2	The SENCO requests advice from an external agency. A new ISP is devised from the additional guidance given and the teacher involved delivers the plan of action.	The ISP is implemented in the class using the strategies and additional/different resources suggested. Support from home is considered. ISP is reviewed regularly.	The majority of pupils will make progress with the further advice and intervention but if the targets and strategies do not result in adequate progress all the parties involved will contribute evidence to support a request for EHCP.
---------------	--	--	--

[Link to Hull's Local Offer - www.hull.mylocaloffer.org.hull](http://www.hull.mylocaloffer.org.hull)

The local offer provides information on what services children, young people and their families can expect from a range of local agencies within Hull. This includes education, health and social care. Knowing what is out there gives you more choice and therefore more control over what support is right for your child.

The local offer provides information on a number of things, including:

- special educational provision;
- health provision;
- social care provision;
- other educational provision;
- training provision;
- travel arrangements for children and young people to schools, colleges and early years education; and
- preparing for adulthood, including housing, employment and leisure opportunities.

13. Access to the Curriculum

Students with SEN have access to a broad and balanced curriculum, alongside their peers. A number of strategies are employed to ensure this takes place. These include the provision of additional adult support, small group placements and settled provision. Resources matched to students needs are produced and developed. Accredited courses are made available to Key Stage 4 pupils for whom a full range of GCSE subjects is not appropriate.

Individual departments are encouraged to explicitly refer to SEN students in their planning and differentiate Programmes of Study accordingly.

14. Arrangements for Inclusion

The Academy works to include all students in extra curriculum and social activities. Since its inception, the Special Education Needs Team has provided a point of contact for students with SEN. It is available at break times, lunchtimes and after school for students to complete homework. There is support for students who feel vulnerable, also at this time.

The school monitors and sustains its SEND strategies through regular consultation with staff during the regular cycle of meetings.

15. EAL Provision

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

For further information please see our EAL policy.

16. The Role of the Governing Body

The Governor with responsibility for Additional Educational Needs and Inclusion is Liz McGuire. The SEN Governor and Assistant Vice Principal have made presentations to the full Governing body about the development of SEN provision. The SEN Governor is supportive of the work of the SEN Department and meets regularly with the SENCO.

17. Dealing with Complaints

Parents are encouraged to contact the SENCO if they have any concerns or queries concerning their child's provision in the first instance. However, if parents and carers wish to complain about any aspect of the school's SEN provision after this, they are asked to contact our HR Manager, Mandy Watson in the first instance to discuss our complaints procedure.

18. Staff Training

In-service training for teaching and support staff working with pupils with SEN is an important element of the SEN department role. The Academy's performance management arrangements include and develop the work of support staff. Training needs are identified through this and opportunities for further training are provided both in the Academy and from outside providers.

19. Links with Support Services

The school has built good relationships with many agencies working with pupils with SEN. These include:

- The Psychological Service
- The SEN Support Service
- Social Services Department
- Community Health
- Visual and Hearing Impaired Services (iPass)
- Travellers' Education
- Schoolgirl Mums
- Home Tuition Service
- ESPD (iPass)
- Physiotherapy (iPass)
- Ethnic Minorities Support Service
- Ashwell Pupil Referral Units

A multi-agency approach to working has been developed. There are regular meetings involving the Educational Psychologist, Education Welfare Officer, SENCO, Inclusion Co-ordinator and relevant teaching staff. Other agencies attend if required.

20. The Role of Parents

The part played by parents in partnership with the school is seen as vital to the success of SEN provision. The partnership is encouraged in the following ways:

- Presentations and information leaflets at prospective parents' evenings
- Appointments with members of the SEN Team at parents evenings.
- Daily, weekly, half-termly and termly contact according to individual requirements.
- Parental opinion sought at reviews.
- Encouragement of parents to visit the SEN Department.
- Notices on the Academy website.

21. Links with Educational Providers

Strong links have been developed between Charlotte Bowes, Anna Moorhouse (Transition Officer) and the SEN Co-ordinators of partner Primary Schools. Year 6 SEN pupils spend a week in the Academy during the summer term, where the TAs monitor their needs. The SENCo visits students in their Primary schools and attends the Annual Reviews of Year 6 pupils in order to aid the transition of such students.

Links have also been developed with the Wilberforce Sixth Form College and Hull College. Members of college staff attend Year 11 final reviews. Special visits are arranged for SEN students. Information is passed on in order to ensure that an appropriate level of support is maintained Post 16.

As the Academy's own 6th Form provision grows we will ensure continuity of provision, linking with AVP Mrs Kristina Hill.

22. Links with Health, Social Services and Voluntary Organisations

The SENCO is usually the first point of contact for professionals from the agencies below. The Academy is represented at case conferences and consults with a variety of key personnel in order to reinforce and support the work carried out beyond school.

The following agencies have involvement with AEN students at Archbishop Sentamu Academy :

- East Hull Childcare Team
- KIDS
- Speech & Language Therapists
- Physiotherapy Service
- E.S.P.D.
- Hearing Impaired Service (iPass)
- Visual Impaired Service (iPass)

23. Evaluation of Policy

The policy is reviewed annually, initially in June in preparation for the Governors' report to parents and as part of the Academy review process. From this targets are set for the next year and included as an updated Appendix to this policy.

24. Criteria for evaluating the success of the policy

- Students are meeting ISP targets
- Targets are reviewed regularly
- Curriculum is differentiated to meet students' needs
- Individual needs are being met across the curriculum
- Expectations are appropriate to student ability
- Students are developing 21st century competences and building their portfolios of evidence

- Statutory requirements are being met regarding access to a broad and balanced curriculum.