



SEND POLICY

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1. Roles and responsibilities

The responsibility for the implementation of this policy and provision rests with the Principal. On an operational basis, the management, responsibility and evaluation of this policy is undertaken by the Vice Principal. The writing and implementation of this report is the responsibility of the SENCO

2. De Warenne Mission Statement

De Warenne Academy will engage with all students whatever their ability, need or interest and through the provision of a personalised programme of learning ensure that every student makes the most of their ability. The academy will work collaboratively within the framework of the School Partnership Trust Academies, all key agencies and other schools to provide a comprehensive, coherent and engaging educational provision. The academy acknowledges the value and worth of each student by providing a personalised learning programme to ensure that every student will be fully engaged in learning for life.

3. Aim

The aims of this policy are to:-

- Ensure the identification of students with special educational needs within the framework of the Code of Practice and the Local Educational Authority's overall policy.
- Ensure the staff and the governing body are fully aware of students with special educational needs.
- Enable quality, appropriate provision for students with special educational needs to be secured.

4. The Special Educational Needs Co-ordinator

The academy's Special Educational Needs Co-ordinator responsible for the day to day operation of the policy is: Mrs Jo Such

5. Admission arrangements

The school is an inclusive academy. Students with special educational needs and disabilities are admitted to the academy in accordance with the normal arrangements, which apply to all students. All students who have a statement of special educational needs naming the academy shall be admitted to the academy.

6. Facilities

The academy has no special units or SEND specialisms, however ramps to improve wheelchair access to the ground floor of the buildings, disabled toilet facilities and a lift to the first floor are all available.

7. Resources for Special Educational Needs & Disabilities

Resources for students with special educational needs & disabilities will be allocated by departments according to individual need. It is recognised that most resources will be for all students and therefore accessible to students with special educational needs & disabilities.

This may include for example, textbooks, which are differentiated to a suitable degree. Some resources, on the other hand may be allocated specifically for students with special educational needs. This could be special items of equipment or textbooks.

The Special Needs Department has a number of laptops and other devices which can be used by students with recording difficulties. There is a large resource of literacy and numeracy support material both for use in lessons and in the academy reading scheme. We have access to a wide range of visiting specialists from Doncaster and the wider region, including the Sensory Support Team, and the Autistic Support Team.

8. Criteria for the Identification and Assessment of students with Special

Educational Needs

The academy will adhere to the requirements of the Code of practice:

(i) Initial identification

The academy has procedures for liaising with its feeder primary schools. This forms the basis of the initial identification of students with SEND. On entry to De Warenne Academy from feeder schools students may be in one of the following categories:

- (a) They have a statement of special educational needs or formal assessment procedure is in progress;
- (b) They have special educational needs, which are monitored and reviewed according to the requirements of the Code of Practice.
- (c) They have no record of special educational needs.

Prior to entry to De Warenne Academy students are tested using the Suffolk Reading Scales. National Curriculum Key Stage 2 SAT scores are also available. Scores on these tests will either confirm the information in (a) and (b) above or identify more students whose scores are significantly lower than the majority of students.

(ii) Later identification

A student's performance at De Warenne may give sufficient reason for observations to be put in place.

These will probably fall into the following categories:

- (a) Prolonged periods of disturbed or unacceptable behaviour;
- (b) Frequent absences which necessitate the involvement of outside agencies;
- (c) Inability to cope with the normal curriculum for whatever reason e.g. poor communication skills, poor concentration, poor personal organisation;
- (d) Students who have a disability which requires a modified curriculum;
- (e) Students whose home language is not English;
- (f) Students who have come from a different educational system and may need time to readjust.

Informing staff

Information about a student's special educational need is passed on to staff in academy in the following ways:

- (i) SEND register is updated on a termly basis and is available on the VLE
- (ii) Face to face liaison between the SENCO and appropriate teachers
- (iii) The attendance of appropriate teachers at formal review meetings
- (iv) SEND issues being on the agendas of department/pastoral meetings
- (v) House Directors
- (vi) Information on academy SIMs database.

9. Assessment and recording procedures

The needs of most students will be met by appropriate differentiation of the normal curriculum and will be monitored by subject teachers. Those students, who require additional support for whatever reason, will be noted according to the Code of Practice at SEN Support (K) or have a statement of SEN from the LA (EHCP). All students have individual targets set in each subject. The needs of students with statements of special educational needs will be reviewed according to the statutory requirements.

10. Learning Support

Students with special educational needs are fully integrated within the academy. Each department will determine how the needs of the students are best catered for. Some subjects are set according to ability. The match between a student's ability and an appropriate curriculum is crucial. Faculties are encouraged to exercise and develop their provision for students with special educational needs in order to ensure full access to the National Curriculum at the necessary level. The vast majority of SEND students are supported within mainstream lessons with support of a Learning Support Assistant.

There are a number of ways to provide effective intervention and learning support in the classroom, in partnership with staff.

Learning Support Assistants (LSA) will:

a) Develop an understanding of the specific needs of individual students, for which training is offered and where appropriate, contribute to student's learning as effectively as possible by:

- Clarifying and explaining instructions ensuring the student can use equipment provided
- Motivating and encouraging the student
- Assisting in areas of student weakness e.g. language, behaviour, reading, writing
- Helping students to concentrate and complete tasks
- Developing the student's capacity for independent working

Liaising with other staff

- (b) Encourage acceptance and integration of students with SEN
- (c) Help promote student's self-esteem
- (d) Assist with assessment processes via end of year exams, tests, SATs, GCSE
- (e) Contribute to reviews

11. Monitoring and Evaluation

The successful operation of the SEND policy should ensure a whole academy awareness and response to SEND issues. The success of the policy should be observable in the following ways:

- (i) Evidence from classroom practice e.g. employment of appropriate teaching styles, differentiation of tasks, and use of appropriate resources.
- (ii) The fulfilment of statutory duties e.g. management of statements of SEND.

The answers to the following questions would also act as a measure of the success of the Policy:

- (iii) Are students with special educational needs identified within the framework of the Code of Practice?
- (iv) Are the staff and governing body aware of students with special educational needs?
- (v) Does the academy secure appropriate provision for students with special educational needs?

12. The involvement of parents and complaints procedures

Parents should be involved at all stages whenever concerns about a student's progress are expressed. Should a complaint occur the problem may be dealt with initially at the point of contact and the matter referred as soon as possible to the SENCO who will take up the issue and liaise with all those involved.

13. Links with outside agencies

The SENCO will maintain links with the LA Support Service, the Schools Psychology Service and special agencies e.g. Health Service, occupational therapies and Local Authority support services. The pastoral team would be the normal point of contact with Educational Welfare and Social Services. Liaison within academy will ensure appropriate personnel are informed of matters that affect them.

14. Staffing and Partnership

In service training

The Vice Principal will maintain an overview of training needs. In service training needs for SEND will normally arise in the following ways:

- i) A whole academy need is identified e.g. the teaching of students on the autistic spectrum;
- ii) A department identifies a need;
- iii) An individual teacher identifies a need e.g. as a result of an appraisal;
- iv) Learning Support Assistants identify a need.

The above items will normally be met by one of the following means:

- courses provided centrally by DELTA Academies Trust or local authority;
- courses provided by outside agencies;
- courses provided in the academy by outside agencies;
- SENCO meeting individual staff or departments.

- Whole academy training needs may be described and provided for via the academy improvement plan, whilst department needs would normally be identified as a result of performance management. Other needs may be responded to as and when they arise and normally in consultation with the Vice Principal.

15. Pyramid Liaison

Regular liaison meetings are held with those responsible for special educational needs in the feeder primary schools and the SENCO and Learning Support Assistant with responsibility for transition will also attend all Year 6 meetings. Where possible all statement review meetings for all year groups will be attended.

The Delta Academies Trust SENCO's also meet twice a term and discuss local and government SEN changes and developments.

16. Monitoring and Review

This policy and procedure will be reviewed annually by the Vice Principal or when there are changes in the statutory guidelines for SEN.