

SPECIAL EDUCATIONAL NEEDS POLICY March 2017

This policy is to promote the successful inclusion of students with Special Educational Needs and disabilities at Ash Hill Academy.

At Ash Hill Academy, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities.

We aim to:

- ensure all students have access to a broad and balanced curriculum
- provide a differentiated curriculum appropriate to individual needs and abilities
- ensure the identification of students with SEN provision as early as possible
- ensure parents of SEN students are kept fully informed of their child's progress and attainment
- ensure that SEN students are involved, where ever possible, in decisions affecting their provision

We recognise that many students will have special needs at some time during their school life. In implementing this policy, we believe students will be helped to overcome their difficulties.

- This policy was developed by Tracey Page and Julie Ryan
- Carol Cartwright Governor reviewed the policy

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and students working together.

Definition of Special Educational Needs

A child has special educational needs if he or she has learning difficulties that call for special educational provision, namely provision different from and additional to that normally available to pupils of the same age. All students are regularly assessed across the curriculum and staff should seek to identify pupils making less than expected progress given their age and circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting at the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

Persistent disruptive or withdrawn behaviours will not necessarily mean that a child has SEN. Further assessment would be carried out where such concerns were raised to determine other possible contributory factors.

Slow progress and low attainment will not necessarily mean a child has SEN and will not automatically lead to a pupil being recorded as having SEN.

Difficulties related solely to limitations in English as an additional language will not be classed as SEN.

Staffing

The SEN team of the Academy is:

Tracey Page – Special Educational Needs Coordinator (SENCO)

Julie Ryan - Assistant SENCO (responsible for administration)

A team of 10 full time Teaching Assistants

SEN Governor Carol Cartwright

Admissions

The Governing Body believes that the admissions criteria should not discriminate against students with SEN and has due regard for the practice advocated in the Code of Practice.

Inclusion

This policy will build on our Academy Inclusion Policy (currently under review, March 2017), which recognises the entitlement of all students to a balanced, broadly based curriculum. Our SEN policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all students with SEN.

Evaluating the Success of our SEN policy

The Governing Body will report annually on the success of the policy and, to facilitate this, we have identified specific objectives which are given under '**The SEN aims of the Academy**' at the beginning of this policy.

In evaluating the success of this policy, the academy will consider the views of:

- Students
- Parents
- Staff
- External professionals

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

Student's progress will provide evidence for the success of the SEN policy and this will be analysed carefully through:

- Consideration of each student's success in meeting targets.
- Use of standardised tests.
- Annual Reviews.

Allocation of Resources

The Governing Body ensures that resources are allocated to support appropriate provision for all students requiring it, and in meeting the objectives set out in this policy.

Identification and Assessment

At Ash Hill Academy we work closely with our partner primary schools to ensure a smooth transition for all our students. Our Y6/7 Pastoral team and our SENCo liaise with school staff, parents and carers to ensure that all relevant information is transferred with students. This information is then used to inform our staff of any students with SEND (Special Educational Needs and Disabilities) and to plan for support where necessary. The SENCo also attends Annual review meetings for students in Y5 or Y6 who have a statement.

On entry all students take Cognitive Ability (CAT4) tests as well as NGRT (New Group Reading Test) and spelling (Single Word Spelling Test) assessments. During their first half term students also complete the Pupil Attitude to Self and School (PASS) questionnaire. Together with information provided by the primary schools, the results of these tests and assessments are analysed carefully to identify any possible areas of concern.

Pupil progress is monitored carefully throughout the school year through teacher assessment, tracking and monitoring. If a teacher considers that a child is experiencing difficulties accessing the curriculum and failing to make progress despite appropriate differentiation and intervention, they will liaise with the SENCo and other staff who may carry out additional assessments in order to identify where further support or intervention may be required. These interventions will be monitored carefully and reviewed regularly.

Students transferring to us mid-way through the academic year will be required to attend an admission interview. Prior to this meeting, information from their current school will be

collated to ensure the child is positioned in the appropriate class and any necessary support is in place before admission.

Provision

In order to ensure that teaching and support staff have the appropriate information to effectively support individual student needs, a student identified as having an additional need may be added to our Academy's SEN list at 'SEN Support'. This indicates the nature of the need and outlines the additional support that the student may be receiving within school. Advice will also be provided on how staff can best meet individual student needs. Parents and carers will be informed at all stages and along with the student, contribute to the overall support plan for their child. Specific outcomes will be agreed and appropriate resources and support put in place to enable outcomes to be achieved. These outcomes will be reviewed termly to monitor and evaluate progress and if intervention is no longer considered necessary, the student will be removed from the SEN list but carefully monitoring will continue to ensure that progress is maintained.

If a student has a Statement of Educational Need or and Education and health care Plan (EHCP), a review meeting will be held every academic year to discuss progress and to set and agree outcomes. School staff, parents and carers and outside agencies will be invited to attend. The outcomes of this meeting will be monitored and reviewed throughout the year.

Overall attainment and progress of all students, including SEN students, is collected, analysed and evaluated termly

Support available for students with SEN

Our aim is to ensure that all students have access to high quality differentiated classroom teaching. Staff are provided with the necessary information to deliver this however to enable some students to make expected progress, they may benefit from access to additional support or resources. This is reviewed regularly to make sure the most effective support is in place bespoke to individual needs.

At Ash Hill we have a range of resources and interventions available to support SEN students according to their need. Some students will benefit from additional classroom support provided by a Teaching Assistant (TA). The role of the TA is to support the student to access

learning as independently as possible and make progress. For other students the support may take the form of more specific focused interventions such as literacy programmes in small groups, one to one tuition or social/life skills sessions.

For some students physical resources may be needed to enable them to access the curriculum. These resources often take the form of specialist equipment and are usually accessed with the support of specialist outside agencies.

Monitoring Student Progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between students and peers.
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the student's previous rate of progress.
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills.
- Shows an improvement in the student's behaviour.

Pupil progress is monitored carefully throughout the school year through teacher assessment, tracking and monitoring. If a teacher considers that a child is experiencing difficulties accessing the curriculum and failing to make progress despite appropriate differentiation and intervention, they will liaise with the SENCo and other staff who may carry out additional assessments in order to identify where further support or intervention may be required. These interventions will be monitored carefully and reviewed regularly. Where concerns remain despite sustained intervention, the Academy will consider requesting a Statutory Assessment. Parents will be fully consulted at each stage. The college also recognises that parents have a right to request a Statutory Assessment.

Record Keeping

The academy will record the steps taken to meet students' individual needs. The Assistant SENCO will maintain the records and ensure access to them. In addition to the usual school records, the students' profile will include:

- Information from previous school/phases

- Information from parents
- Information on progress and behaviour
- Information from health and or Social Services
- Information from other outside agencies

Approaches to teaching students and young people with SEN

All teachers at Ash Hill are teachers of SEN. Lessons are differentiated and made accessible for all students by using a range of strategies including the use of different resources and tasks. Additional adults may also be utilised within the classroom.

Specific adaptations can also be made where appropriate and necessary. For example, with specialist support from the SpED Team work can be converted into Braille.

All young people who have SEN will develop a learning profile that indicates their individual need and provide recommendations on how best to support them.

When students enter Ash Hill in Y7 staff are issued with information regarding student's educational needs and disabilities.

At the beginning of each academic year staff have access to class lists and information that clearly indicate any students with additional needs. Further to this, staff have electronic access to tips and strategies for differentiating the curriculum for students identified as having additional needs.

Training opportunities are offered to all staff on specific issues such as ASD, Attachment Disorder, Hearing impairment etc.

Nature of Intervention

The SENCO, in collaboration with other staff, will decide the action required to help the student make progress. Based on the results of previous assessments, the actions might be:

- Deployment of staff to work with the student
- Provision of alternative learning materials/special equipment
- Group support
- Staff development/training to undertake more effective strategies
- Access to LA support services for advice on strategies, equipment or staff training

SEN support and intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a student:

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. Where appropriate, the academy may well request direct intervention or support from a specialist, for example the Educational Psychologist.

Request for Statutory Assessment

The academy will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The academy will have the following information available:

- Assessment data
- Records and outcomes of any meetings held
- Information on the student's health and relevant medical history
- National curriculum levels
- Literacy/numeracy attainment
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the student
- Social Services/Educational Welfare reports where appropriate
- Any other involvement by professionals

An Education, Health and Care Plan (Statement of Special Educational Need) will normally be provided where, after a Statutory Assessment, the LA considers the child requires a provision beyond what the college can offer. However, the academy recognises that a request for a Statutory Assessment does not inevitably lead to a Statement.

An EHCP will include details of learning objectives and outcomes for the student. Where additional and different targeted provision is planned for, there must be clear and expected outcomes linked directly to the provision.

Reviews of EHCP (Statements)

EHCP (Statements) must be reviewed annually. The LA will inform the Academy Principal at the beginning of each school term of the students requiring reviews. The Assistant SENCO will organise these reviews and invite:

- The student's parents
- The student if appropriate
- The SENCO
- A representative of the LA
- Any other person the principal considers appropriate

The aim of the review will be to:

- Assess the student's progress.
- Review the provision made for the student in context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills.
- Consider the appropriateness of the existing EHCP in relation to the student's performance during the year, and whether to cease, continue or amend it.
- Set new targets and clear expected outcomes for the coming year

The academy recognises the responsibility of the LA in deciding whether to maintain, amend or cease a Statement of SEN.

The academy recognises that where a student with a Statement of SEN continues to attend after compulsory education i.e. after the age of 16, the LA may decide to maintain the Statement until the age of 19.

Moving between phases of education for SEN students

There is an extensive programme of transition when students move from their primary schools to Ash Hill Academy and this work takes place on an individual, departmental and whole school level. The SENCo and Y6/7 Pastoral team liaise closely with primary staff and parents and carers of SEN students. Where appropriate, extra visits and sessions may be organised in addition to those offered to all students and for some individuals, an alternative transition plan may be put in place.

When students at Ash Hill make the transition from y11 to their next destination they are fully supported through the process. Students with a Statement of Special Educational Need or EHCP will attend a transitional review meeting during Y11. A Careers Guidance Advisor is

also invited to attend this review to offer support and guidance on 6th form, further education, apprenticeships or colleges as well as with visits to open days or completing application forms. The school liaises with further education providers and colleges to ensure appropriate information is passed on and to enable a smooth transition.

Role of the SENCO

The SENCO plays a crucial role in the academy's SEN provision. This involves working with the principal and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day to day operation of the policy
- Co-ordinating provision for students with SEN
- Managing Teaching Assistants
- Overseeing students' records
- Liaising with parents
- Making a contribution to INSET
- Liaising with external agencies, LA support services, Health and Social Services, Careers guidance and other professional bodies

For effective co-ordination staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for SEN students
- The commitment required by staff to keep the SENCO well informed about students' progress
- Mechanisms that exist to allow teachers access to information about SEN students
- Mechanisms that exist to alert the SENCO to concerns relating to progress
- The procedure by which parents are informed of this concern and the subsequent SEN provision.

Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination and how they can provide additional information when and if required.

The Role of the Governing Body

The Governing Body's responsibilities to students with SEN include:

- Ensuring that provision of a high standard is made for SEN students
- Ensuring that a 'responsible person' is identified who is informed about SEN
- Ensuring that SEN students are fully involved in academy activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEN policy
- Reporting to parents on the academy's SEN Policy including the allocation of resources from the academy's budget.

The Role of the Subject Teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the academy's procedures for the identification and assessment of, and subsequent provision for, SEN students
- Collaborating with the SENCO to decide the action required to assist the student to make required progress
- Working with the SENCO to collect all available information on the students
- In collaboration with the SENCO, develop Pupil Profile information • Developing constructive relationships with parents

The Role of the Principal

The Principal's responsibilities include:

- The day to day management of all aspects of the academy including the SEN provision
- Keeping the Governing Body well informed about SEN within the academy.
- Working closely with the SENCO/SEN team
- Informing parents of the fact that SEN provision has been made for their child
- Ensuring that the academy has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

SEN Inset

All teachers at Ash Hill are teachers of SEN. Lessons are differentiated and made accessible for all students by using a range of strategies including the use of different resources and tasks. Additional adults may also be utilised within the classroom.

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Training opportunities are offered to all staff on specific issues such as ASD, Attachment Disorder or Hearing impairment for example.

Partnership with Parents/Carers

Ash Hill Academy firmly believes in developing a strong partnership with parents and carers to enable children and young people with SEN to achieve their potential. The academy recognises that parents and carers have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership

The Academy provides a detailed SEN Information report on the school website.

Complaints Procedure

The academy's complaints procedure is outlined in the academy prospectus. The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

Links with External Agencies/Organisations

The academy recognises the important contribution that external support services make in assisting to identify, assess and provide for SEN students.

When it is considered necessary, colleagues from the following support services will be involved with SEN students

- The Special Educational Needs Team (SpED) that includes the Hearing Impairment (HI) team, the Visual Impairment (VI) team, the Physical Disabilities (PD) team and the ASD team
- Occupational Therapists
- Physiotherapists
- Educational Psychologists
- School Nurse
- Children and Adolescent Mental health Service (CAMHS)
- Integrated family Support Service (IFSS)
- Educational Welfare
- Speech and Language Service