



Academy @ Worden

SEN Policy 2016

Academy@Worden Special Education Needs Policy

Aims

- To fulfil the requirements of the 'Code of Practice' on the identification and assessment of Special Educational Need.
- To ensure full access to the National Curriculum for all students, except in those circumstances where modification or disapplication is appropriate, and to allow progress within the National Curriculum framework.
- To enable students to access and to make progress within the schools framework for promoting spiritual, moral, social and cultural development.

Objectives

The aims will be fulfilled by:

- a policy of identification of need.
- awareness and respect for the individual needs of students by all staff.
- providing appropriate levels of staffing, resources, equipment and support.
- appropriate training for staff.
- the provision of differentiated schemes of work and teaching strategies.
- the establishment of a positive learning environment and learning experiences in which all students can thrive.
- a structure which allows for the flexible grouping of students according to need.
- a positive environment which recognises achievement.
- a standard procedure for assessing, monitoring, recording and reviewing progress both formally and informally.
- a policy of effective management of students' behaviour supported by the pastoral network and the implementation of the whole School approach to behaviour and discipline.

All staff will be enabled and encouraged to:

- share in the responsibility for the successful planning and provision for students with special educational needs.
- develop a climate within the school in which each student can grow in self-esteem and self-confidence, as a valued member of the school and the community.
- develop individuals' strengths, abilities, interests and aptitudes in order to raise their achievement and fulfil their potential.
- celebrate the success of students.

The SENCO and the Learning Support Team will:

- ensure that the learning needs of the students with educational needs are identified and assessed as early as possible, and their progress is closely monitored.
- develop effective liaison with contributory Primary schools and Post 16 provision so that an individual's needs can be identified and prepared for and successful integration can be facilitated.
- effect meaningful co-operation and collaboration with all appropriate outside agencies.
- promote continuous and supportive communication with parents and encourage effective parental involvement in learning programmes.
- effectively deploy the support staff, classroom assistants and parent helpers.
- seek to further the school links with schools and units in the special sector.
- evaluate the success of the education provided at the school for students with Educational Needs.
- ensure that students participate in their learning and increase their responsibility for their learning and behaviour as they move through school.

Access for Disabled

To ensure access for students or parents with disabilities. Students have access to the school website.

Identification, Assessment and Review Procedures

In line with national guidelines, the school through the SENCO:

- follows the procedures laid down in the Code of Practice to identify and assess special educational needs.
- has regard to the Code of Practice when carrying out its duties towards all students with special educational needs.
- students are assessed and monitored according to the Code of Practice. This is regularly reviewed and updated by the Learning Support Team, and then circulated to all staff regularly.

SEN Special Provision

The school employs a number of strategies to provide for those students experiencing difficulties.

Amongst these are teaching in small groups, the differentiating of both resources and methods of delivery, the supportive pastoral network and the involvement of outside agencies as appropriate.

If a student is falling behind we will try wherever possible to take action to meet their needs ourselves. This is called School Support.

If extra help is needed we will involve outside agencies for advice and support. This is called Special K.

External Agencies/Support Services

- Medical guidance and advice from School Nurse.
- Guidance from Occupational Therapist for the meeting of specific physical needs of students.
- Guidance and advice from the school careers team.
- The police service.
- Special schools for example, Astley Park, Moor Hey and Shaftesbury High School which provide guidance.
- Educational Psychologist
- CAMHS
- Young People's Service

Partnership with Parents

The school recognises the need for effective partnership with parents and endeavours to inform and consult parents as often as possible.

Ensure that parents are notified of any decision by the school that impacts upon Educational Needs provision being made for their son/daughter.

Ensure that parental views are actively sought and acknowledged in relation to their child's special needs provision.

The Learning Support department responds to the need for individual contact on a needs driven basis, providing intensive liaison between home and school as required.

Regular review meetings are held involving parents, students, Learning Support Team and staff.

Access for SEN students to a broad and balanced curriculum

- All our students are entitled to a balanced, broadly based curriculum.
- Within the curriculum areas, subject staff use their best endeavours to differentiate work which enables all students to access the Curriculum.
- Access arrangements are implemented for both internal and external assessments for identified students.

- Within the Learning Support Department teaching and learning programmes are provided to allow students to develop a literacy and communication skill, which in turn, helps them to access all areas of the curriculum.
- Departments are encouraged to think creatively about how they can develop alternative means of assessment to allow students to show their true potential within a subject area.

Co-ordinating Educational Provision for students with SEN

- Close links between the SEN team and the pastoral network provide effective support and Intervention as appropriate.
- There is an established procedure of communication relating to SEN students between departments and learning support.
- The Learning Support Department is responsible for devising and implementing strategies to meet students' needs, and these are monitored by the SENCO and shared with staff.
- In partnership with a range of outside agencies, appropriate support is provided.

Facilities for Students with Statemented Educational Needs

All the facilities of the school including the wide range of Information Communication Technology facilities are available to SEN students as they are to all students. This enables them to access the curriculum. The Learning Support Team supports special needs students in the use of these facilities both within the classroom and on an individual basis.

There is a wide range of curriculum opportunities for all children including a variety of extra-curricular activities, e.g. The Zone, Nurture, Sports, Drama and Art.

Allocation of Resources to and amongst Students with Statemented Educational Needs

Within the school budget, funds are allocated to departments to resource the Learning Support across the whole School.

Additional specialist resources are allocated to students with identified needs.

Professional Development- SEN In-Service Training

- In-service training needs for staff with regard to SEN are identified through the procedures.
- Professional Development activities are provided as required.
- The Learning Support Team trains the Welfare staff and advises on strategies for coping with students with special needs.

- The Learning Support Team also provides training for ITT students and Graduate Teachers with specific reference to students with Special Educational Needs.

Identification of Need

Admission

The Admissions Policy applies, after which the staff will endeavour to meet the varying needs of students joining the school. It is acknowledged that some students' needs may be more effectively catered for within the special sectors at another school.

Pre-entry

- The Progress Manager/Lead TA or Assistant Head visits contributory primary schools and alerts SENCO to SEN students.
- A member of the Learning Support Team visits the primary schools to discuss those SEN students and others causing concern.
- Liaison meetings between the Progress Manager, Lead TA and SENCO to agree strategies.
- A member of Learning Support Team might be invited to attend the reviews of the Y6 statemented students.
- Parents are given opportunities to visit the school to meet the Learning Support Team to discuss the needs of their children, e.g. Open Evenings, New Intake Evening.
- The Learning Support Department endeavours to arrange individual integration programmes for special needs students before transfer - this is in addition to several other visits that might be made during their final primary year.

On entry

- The Pastoral and the Learning Support team disseminates to staff a digest of the information collected from the primary schools on the entire new intake.
- SENCO provides additional information to staff about new intake who have special needs.
- SENCO provides detailed information to staff about all those students registered on the Code of Practice for Special Educational Needs.

After entry

- All students enter mainstream classes. Individual students are soon identified as needing extra help to develop literacy and numeracy skills. Strategies to provide for this include both support within the students' teaching groups and withdrawal where individual educational programmes are devised.
- Objective/screening tests are conducted in the first term.
- Continuous observation, identification and assessment of need within the academic and pastoral networks take place.

- Continuous monitoring and tracking procedures are in place in each year group. Hence there is early identification of under achievement, disaffection as well as learning needs.
- A whole school literacy initiative is in place. (Accelerated Reader)
- A whole school numeracy initiative is in place.
- Departmental and pastoral meetings are opportunities to discuss and review the identification and assessment students causing concern. These concerns are passed on to the Learning Support Team.
- Close liaison is encouraged with parents so that any concerns they identify can be dealt with.

Integration

- Every student is encouraged to develop his/her own talents and strengths.
- The individual is also encouraged to participate fully in school life - clubs, sports teams, helping with open evenings, parents' evenings, social occasions.
- Irrespective of educational need students are actively encouraged to develop personal qualities: reliability, perseverance, honesty, truthfulness, co-operation, consideration, helpfulness & tolerance.
- The school works hard to develop a student's individual self-esteem and feelings of self-worth and to ensure that they participate in their individual learning and increase their responsibility for their learning and behaviour.
- The school provides individual pastoral support programmes to meet the needs of individual students.
- Alternative means of accreditation which develop key skills are provided for an identified cohort of students.

Review Procedures

In the main the monitoring and review of students with SEN follows the same procedure as that of all students in the School. However, for students with more significant needs there are more formal reviews with parents and all involved agencies. The views of the parents and students are actively sought and acknowledged throughout this process.

Whilst trying to give every opportunity to support young people with Educational Needs for those students at School Support and Special K are not allocated specific funds to support in their learning. Whilst the school will take every opportunity of supporting these students, additional one to one support cannot be implemented.

Complaints about SEN provision within the school

In the event of a complaint, the normal complaints procedure adopted by the Governors would be followed, and can be requested from the school office.