

##### BRYMORE ACADEMY

**SPECIAL EDUCATIONAL NEEDS POLICY**

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| **Created by:** Nicola Anstice | |
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| **Last Reviewed Date:** August 2015  **By:** Rebecca Jones | |
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| **Signature of Chair of Governors** | **Signature of Headteacher** |

**PART 1**

**BASIC INFORMATION ABOUT THE ACADEMY’S SPECIAL EDUCATIONAL NEEDS PROVISION**

**1. The Provision of the Academy’s Special Education Needs (SEN) Policy**

*“A child has a learning difficulty if he or she has a significantly greater difficulty in learning than the majority of children of the same age (or) has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age.” (Code of Practice)*

This is based on the notional 2% of student population who may carry a statement of SEN, together with a further approximately 18% who will be identified, entered on the academy’s SEN register and who will receive support through differentiation of the curriculum and, for some, appropriately tailored interventions. In the case of Brymore, these percentages may be higher.

The academy seeks to provide an appropriate education for students with physical, intellectual, sensory, social or emotional needs: whether these are temporary or mild, intermediate or moderate, long term or specific.

**2. The Aims of the Learning Support Team (LST)**

**The LST aims to:**

* Amplify the academy policy and to respond to the Code of Practice. It is guided by the National Curriculum, which directs that all students are entitled to a “broad, balanced, relevant and differentiated curriculum”.
* Ensure that SEN is a whole academy involvement.
* Promote equal opportunities for all students whatever their background, culture, or ability.
* Ensure that whenever possible all students are taught in their own class group and withdrawal is kept to a minimum.
* Allocate resources, which can be used flexibly to support all student needs.
* Identify students who are either gifted, find learning more difficult or have a specific disability, which affects their learning to alert colleagues to these students’ needs and to advise and implement strategies for meeting the full range of abilities and needs.
* Provide a staffing structure with clear lines of responsibility for SEN and to make sure staff training is provided.
* Provide a calm, sensitive environment where students achieve and where their achievement is recognised and recorded.
* Operate a system of record keeping and regular monitoring of each student’s progress.
* Maintain effective lines of communication between all involved: staff, parents/carers, governors, LA and outside agencies.
* Develop students’ independent learning, self-esteem and respect for others.
* Inform and consult all students about SEN in the academy and provide support for those parents/carers who have children with SEN.
* Consider the views of students with SEN

**3. Staff Responsibility for Co-ordinating the Day to Day Provision**

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| SENCo | Nicola Anstice |
| 2 i/c Learning Support | Samantha Austin |
| HLTA (English) | Clare Scott-Ison |
| HLTA (Maths) | Joanne Rundle |
| HLTA (History) | TBC |
| Forest Academy Co-ordinator and LSA (DT) | Jon Ball |
| LSA | Gary Simmons |
| LSA | Lisa Gardner |
| LSA (Horticulture) | Alison Richards |
| Gardens Technician | Fiona Stanley |
| Gardens Technician | Sarah Nash |
| Farm Manager | Paul Kingston |
| Farm Technician (Agriculture) | Kate Whyte |
| Farm Technician (Agriculture) | Steve Bryant |
| Academy Counsellor | Mags Gooding |

**PART 2**

**1. Arrangements for Co-ordination of Provision for SEN**

The named person whose job title is SENCo is responsible for co-ordinating the educational provision for students with SEN. Mrs Nicola Anstice is the named person and her role and responsibility is clearly defined in a job description.

The co-ordination involves:

* Planning
* Identifying areas of need
* Allocating resources according to need and availability
* Ensuring that the provision is operating effectively

This means that:

* Once student needs are identified, targets for student progress must be set within a time scale
* Subject departments and the Learning Support Team (LST) share a responsibility to consider how best to provide a suitable curriculum for each child to progress at an appropriate level and pace. LSAs are deployed to assist with this role.
* Targets for all SEN student achievement should be discussed with students and parents in accordance with the review cycle
* Resources will be allocated, as available, to students with specific difficulties (eg laptop computer) to facilitate curriculum access
* Progress of all students with SEN must be reviewed in accordance with the review cycle together with the strategies used. This will involve subject teachers and Learning Support Assistants (LSA), as well as students and their parents
* Each member of the LST will contribute towards maintaining an overview of each student and will help to maintain records for students with SEN, including student IEPs and Annual Reviews of Statements
* Members of the LST are formally linked with specified departments and will liaise regularly to plan strategies for meeting student needs
* The SENCo is also Assistant Headteacher and meets regularly with other colleagues, notably Heads of House and Heads of Department in order to ensure effective communication and to review provision

**2. Admission Arrangements**

Places are offered to students in accordance with the admission arrangements of the academy. This includes students with SEN. For those students with Statements, the statement will specify which academy is deemed appropriate to meet the needs of these students.

**3. SEN Specialism**

Students are generally included within mainstream classes *(*average class size 15*)* and receive in-class support. They are withdrawn for intensive work to practice and reinforce skills. The academy liaises regularly with a range of Support Service Colleagues, a list of whom is available on request.

**4. Issues related to access**

The majority of the academy can be accessed by any student in a wheelchair, with the exception of the first and second floor of Academy House, which has no lift access. Reid and Kemp boarding houses operate a lift system allowing access to the first floor. All classrooms within the teaching block allow at least indirect access by students with physical disabilities. There are toilet facilities on the ground floor of the teaching block for students with physical disabilities. Portacabins are accessible with the help of the ramp.

Our facilities remain under review; the academy is committed to working with the LA/DfE to ensure that the site becomes fully accessible for all students as soon as possible and has regard to recent legislation in this respect (SENDA/Disability Discrimination Act). Details of proposed developments are included in the academy’s Accessibility Plan.

**PART 3**

**INFORMATION ABOUT THE ACADEMY’S POLICIES FOR IDENTIFICATION, ASSESSMENT AND THE PROVISION FOR ALL STUDENTS WITH SEN**

1. **The Allocation of Resources To and Amongst Students With SEN**

*An element is included within the budget for each faculty to support the provision of differentiated materials for the least and most able.*

All students have the option of purchasing their own netbook to support their learning. The curriculum is being differentiated to meet the needs of SEN students; this work is ongoing.

The cost-effectiveness and appropriateness of the deployment of these resources is monitored by the SENCo in conjunction with colleagues. This evaluation is extended across the curriculum through student monitoring sheets, the use of Individual Education Plans, the SEN Register, student reports and test and examination results.

1. **Identification, Assessment and Monitoring Arrangements**

Brymore Academy is following the approach outlined in the Revised Code of Practice, in identifying students with SEN. On entering this academy all Year 9 students are tested to identify, as early and as quickly as possible, those who are most able and talented, those who require some support and those who require intensive help. SEN students are identified initially by Cognitive Ability Tests, and by classroom observations as well as through transfer notes. (The diagnostic testing is vital to the development of programmes to remedy literacy/numeracy problems.) These results are compared with KS2 records and information gained from the interview held at Brymore with the Headteacher and attended by the SENCo or 2 i/c Learning Support (in cases where a student transfers with identified SEN). Progress will be carefully monitored for “value-added” consideration in subsequent years using formal and informal assessment methods and the outcomes will be recorded in IEPs and on summary record sheets.

The names of students requiring and receiving provision which is significantly “different” from or “in addition to” that provided for other students are entered on the SEN Register at Academy Action level, together with those students who have physical disabilities or have emotional and behavioural difficulties. The SENCo, in consultation with LST, Head of House and Tutors, decide which students meet the relevant criteria and an IEP is put into place.

If a subject teacher or tutor wants to refer a student for consideration, because that student is not making progress or the teacher requires LST advice, then the teacher is required to provide detailed information for the SENCo*. A proforma is available for this purpose (SEN Referral Form).* The SENCo will then decide whether the problem is specific to the subject or whether it is repeated across the curriculum and sufficiently serious to require the student being placed in the register at the Academy Action Stage. If a judgement is made that a student’s needs can be met under Provision for All (PFA), strategies for enabling the student to learn more successfully may be suggested by the LST. The responsibility for providing teaching at the appropriate level and in the appropriate manner remains with the subject teacher and the department. Parents who feel that their children require extra assistance, and students themselves, can and do request support from the LST.

**A copy of the SEN Register is made available to all teaching staff and to the governor with responsibility for SEN. Tutors, Teachers, Heads of House, and Heads of Faculty will monitor the progress of students under Provision for All.**

Greater responsibility for students at Academy Action, Academy Action Plus and those with a Statement rests with the SENCo and the LST, but each subject teacher still has the responsibility of teaching all students. These students will be receiving such support as the SENCo decides is necessary and appropriate by differentiation, in-class support or withdrawal and, for those with a Statement of Special Educational Need, that which ensures the statement requirements are addressed. Progress will be monitored through the IEP Review Procedures.

Student records are developed by subject teachers and LST staff to inform all teachers and parents of targets and strategies for meeting the needs of students with SEN. These strategies are reviewed through the cycle. In this, a spelling or reading/comprehension or other assessment test may be used to monitor the progress of literacy interventions. Student monitoring sheets, academy reports, NC tests and examination results together with observations from subject teachers/tutors are also considered in the assessment process. Outside agencies are used for medical, psychological and SpLD assessment. Student self-assessment is included within and parents are informed when a student is being considered for movement within or from the Register. Monitoring also takes place through Faculty Reviews.

Colleagues and governors are informed of SEN developments through a daily Staff Briefing, Staff Bulletin or in other forums.

There are regular opportunities in place for new staff to learn the role of the LST, of expectations regarding differentiation and the implications of the Code of Practice. There is an ongoing exchange of information and strategies for supporting students with SEN through the compilation data and records, the student IEPs and the Annual Reviews of Statements. There is an SEN component in the induction programme for new staff. All staff receive regular INSET provision on SEN related topics from the SENCo and, where appropriate, from other agencies.

*A small number of students will be placed at Academy Action (SA) Plus which, within Somerset LA, may only happen if the student receives SA Plus funding, the academy having demonstrated to the LA that the student meets all the listed criteria under one category of need within the SA Plus Framework. Further details of the SA Plus System is available from the SENCo. NB The expectation is that most of the academy’s expenditure on SEN will not come from SA Plus funding, but from its central budget and SEND monies.*

1. **Arrangements for Providing Access for Students with SEN to a Balanced and Broadly-based Curriculum including the National Curriculum.**

All students in academy are entitled to receive a broad and balanced curriculum. This includes students with SEN. It is believed these students are usually best taught alongside their peers in mainstream classes in an inclusive environment.

In-class support is widely available where a teacher or a LSA is required to help those students who require further explanation and help with reading and spelling, and those students with physical and emotional difficulties. Student progress is monitored and evaluated by regular reporting by the subject and LST staff.

It is recognised that some students at times will benefit from intervention for a more specialised programme that can be provided in the normal classroom. Intensive group or individual literacy programmes are used as well as Language and Communication groups, Social Skills and Forest Academy sessions. Intensive help is available for students during Prep. At KS3 and 4 examination concessions are applied for.

1. **How Children with SEN are Included Within the Academy as a Whole**

The academy’s SEN policy states that the LST philosophy is to educate students with SEN alongside their peers as far as this is practicable and beneficial. The LST is committed to facilitating their inclusion within a class where they have equal rights and opportunities, subject to due consideration of the best interest of the students with SEN and the group as a whole.

As previously stated, some students may require small group withdrawal for a short period for intensive teaching of basic literacy/numeracy skills. The priority is to provide the best possible education for individual students whilst ensuring that resources are used efficiently. Darren Oliver (Assistant Headteacher) is the named person dealing with child protection.

**5. Criteria for Evaluation the Success of the Academy’s SEN Policy**

The objectives of the academy’s SEN policy are a basis for its evaluation.

The Academy may gather information on:

Test results

The number and range of concerns referred by staff

The response to parental/carer requests

The number of student reviews successfully completed

The number of action plans written

Improvements in student performances, especially literacy and numeracy

Examination results

Attendance numbers

Positive changes in student behaviour

Increased motivation to learning

Increased self-esteem of students

The number of action records started at the Academy Action or Academy Action Plus stage

The use and deployment of staff and resources

The number of INSET sessions run by academy or departments

The Team Development Plan

The perceptions of students, parents, external agencies

The SENCo and colleagues will collate such information in time for Annual Academy Report, as requested.

**6. Arrangements for Considering Complaints about SEN Provision**

A record will be kept of all Formal Complaints made regarding an aspect of the academy’s SEN provision. The academy aims to respond promptly to concerns raised by students and/or parents. In cases of dispute the Headteacher may become involved who has Line Management responsibility for the SENCo.

**PART 4**

**INFORMATION ABOUT THE ACADEMY’S STAFFING POLICIES AND PARTNERSHIP WITH BODIES BEYOND ACADEMY**

**1. The Academy’s Arrangements for SEN Staff Development and INSET**

*The Learning Support Team has received the following INSET from a range of sources; a copy of the Faculty INSET Log, which is updated regularly, is available from the SENCo on request.* All colleagues within the Team have an entitlement to annual Performance Management/Review and Development support.

**2. Use of External Support Services**

Links will continue to be forged, as required in the revised Code of Practice, with the following services contributing to the education of students with SEN:

Feeder Academys

The Educational Psychologist

Child and Family Guidance

Social Services

Advisory teachers for SpLD students, students with sensory and physical difficulties, for IT and for English as an Additional Language

Occupational and Speech and Language Therapists

Physiotherapists

Special Academys

LA Support Services

Connexions and FE colleges

Professionals from the Locality Team

Other agencies as appropriate: details are available on request

Parents are informed when advice is sought from the above services for a particular student. New referrals will only be made after consent is received from parents, unless there are very exceptional circumstances and the Headteacher deems it necessary to act in loco parentis.

Contact details of all external services used are kept in academy. These services may also provide equipment for individual students, perform assessments, give in-class support together with professional advice on techniques and strategies for effective learning. Relevant staff are informed of advice given by these services. Written reports received from colleagues in the Support Services are placed in the appropriate files.

The academy consults with Support Services colleagues at regular Consultation/ Planning Meetings, chaired by the SENCo. At these meetings appointments are made for individual students with the relevant colleague, although most recently, some Support Service colleagues have adopted a more consultative advisory role and have sought to move away from direct student contact.

**3. Arrangements for Partnership with Parents/Carers**

It is recognised that planning for students with SEN should be a shared venture between students, parents/carers and teachers with:

Students and parents/carers views included in the assessment procedure

Parents/Carers involved in the identification procedure

Parents/Carers assisting teachers in helping students improve their literacy/numeracy levels

Parents/Carers involved in the monitoring procedure

Parents/Carers invited into academy to discuss ways in which they can help students learn basic skills (Raising Achievement Days)

Parents/Carers invited annually to meet teachers to discuss concerns, changes, progress of students

Parents/Carers contributing to student records eg IEP, Annual Reviews of Statements

Parents/Carers having access to the published SEN policy

Parents/Carers being informed about the SEN matters, via the academy newsletter

Parents/Carers being informed annually in the academy report on how the academy is implementing the SEN policy

**4. Links with Other Mainstream Academys and Special Academys, Including Arrangements When Students Change Academy or Leave Academy**

When SEN students change academy their files are forwarded to their new academy. Telephone calls (or visits if possible) are made by the SENCo and 2 i/c Learning Support for detailed information to ensure easy transfer. This information is disseminated to the relevant teachers. An extensive induction programme is implemented when students join in year 9.

Students in Year 9-11 who have statements are given individual careers advice arranged through liaison with the Local Authority (LA) maintaining the Statement. Transition Plans are written for students at the 14+ stage in conjunction with the LA and external services, in preparation for students leaving academy.

**5. Links with Health, Social Services, Education Welfare and Voluntary Organisations**

Social Services are involved as necessary and work closely with the SENCo in the co-ordination of provision for students in care.

**This SEN policy is to be reviewed annually.**