

##### BRYMORE ACADEMY

**SPECIAL EDUCATIONAL NEEDS POLICY**

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| **Created by:** Bex Jones | |
| **Date:** September 2015 | |
| **Approved by Local Advisory Board:** | |
| **Review date:** August 2017 | |
| **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 or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

-has a significantly greater difficulty in learning than the majority of others of the same age, or

-has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions “  *(*SEND Code of Practice 2015*)*

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. We aim to do this by providing:

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.” Using our “best endeavours to ensure that such provision is made for those who need it.” As we believe that “Special educational provision is underpinned by high quality teaching and is compromised by anything less.” *(*SEND Code of Practice 2015*)*

When organising our provision we will endeavour to:

“• ensure decisions are informed by the insights of parents and those of children and young people themselves

• have high ambitions and set stretching targets for them

• track their progress towards these goals

• keep under review the additional or different provision that is made for them

• promote positive outcomes in the wider areas of personal and social development, and

• ensure that the approaches used are based on the best possible evidence and are having the required impact on progress “*(*SEND Code of Practice 2015*)*

**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 | Bex Jones |
| 2 i/c Learning Support | Samantha Austin |
| HLTA (English) | Clare Scott-Ison |
| HLTA (Maths) | Joanne Rundle |
| Literacy & Language Intervention Co-ordinator | Clare Dean |
| TA | Gary Simmons |
| TA | Lisa Gardner |
| TA | Alison Richards |
| TA | Tanya Hawes |
| TA | Dawn Carter |
| TA | Jonathan Watts |
| TA | Jon Ball |
| TA | Phil Ward |

**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 Bex Jones 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 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 Teaching Assistants (TAs), 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, 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 19*)* 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/Equalities Act 2010). 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 providing quality first teaching for all.*

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, the use of Student Support 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 SEND Code of Practice (2015), in identifying students with SEN. On entering this academy all students are tested to identify as early and as quickly as possible, those who require some support and those who require intensive help. SEN students are identified initially by literacy and numeracy testing, 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. A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age, at Brymore all our staff are expected to provide quality first differentiated teaching to all students. If a student requires support beyond this then we will enter them onto our SIMs SEN register and plan a support programme. Additional key guidance for staff will be provided through a register and for students with HNF, statements or EHC plans a student support plan will be produced.

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*..* 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 as SEN support. If a judgement is made that a student’s needs can be met through quality first teaching, 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.

Greater responsibility for students requiring SEN support and those with a Statements/EHC plans rests with the SENCo and the LST, but each subject teacher still has the responsibility of teaching all students and monitoring progress and providing differentiation through Quality first teaching. These students will be receiving such support as the SENCo decides is necessary and appropriate by differentiation, in-class support or intervention and, for those with a Statement or EHC plan, that which ensures the statement requirements are addressed. Progress will be monitored through the normal 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, classroom 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. Both quantitative and qualitative assessment is included for consideration when a student is being considered for movement within or from the Register. Monitoring also takes place through whole school progress reviews.

Colleagues and governors are informed of SEN developments through a daily Staff Briefing, email, 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 SSPs and the Annual Reviews of Statements/EHCPs. 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.

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. Luke Winter (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 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

**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 Schools

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 Academies

LA Support Services

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, and 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

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

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

Parents/Carers having access to the published SEN policy

**4. Links with Other Mainstream Academies and Special Academies, 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 7-11 who have statements / EHCP 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.