RSA Academy
Transforming learning, transforming lives

SEND POLICY

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01/02/2017	16/02/2016	Sections added to 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4. New sections added: 2.5, 2.6, Part 3 and Part 4	ET

1.1   Introduction

The RSA Academy is an outstanding learning community, where all students make outstanding progress irrespective of their starting point. Learning is challenging, engaging, purposeful and innovative allowing for creativity, a sense of fulfilment and a desire to succeed. Students and staff feel safe and supported to meet challenging goals; there is a tangible atmosphere of mutual respect.

The Academy has high standards of behaviour as a result of student self-regulation and sense of pride in their community. Parents, students and staff have high aspirations; this is evident in the number of students that go into good quality training and higher education. Students and staff feel that they are working together to make a better environment and leadership works to ensure that this culture is sustained and improved. There is an open and honest culture where expectations and accountability are clear. There is high quality engagement with all parts of the community as the Academy makes a significant contribution to social improvement through volunteering schemes. Extra-curricular provision at the Academy means that talents are developed further giving students new experiences.

The Academy believes that all students, whatever their needs, must receive the best possible education. We aim to provide every unique individual with opportunities to excel personally, socially and academically.

1.2   Objectives of the SEND Policy

The Academy aims to give every child, including those with Special Educational Needs or Disabilities, equal opportunities to develop in the fullest sense and realise their full potential. It has a regard for the SEN Code of Practice 2015 in that:

- SEN students take as full a part as possible in all academy activities
- Parents of SEN students are kept fully informed of their child's progress and attainment
- SEN students are involved in decisions affecting their future SEN provision
- It sees that all students are entitled to an education that enables them to make progress.
- All students have access to a broad and balanced curriculum
- Teachers are expected to set high expectations for every student, whatever their prior attainment.
- Teachers are expected to use appropriate assessments to set targets which are deliberately ambitious.
- Potential areas of difficulty are identified and addressed at the outset.
- Students with SEND are able to study the full curriculum.
- Teachers are responsible and accountable for the progress and development of the students in their class,
- including where students access support from learning facilitators or specialist staff
- The Academy regards high quality teaching, differentiated for individual students, as the first step in
- responding to students who have or may have SEND
- The Academy regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement.

Learners may have special educational needs either throughout, or at any time during, their learning journey. This policy ensures that curriculum planning and assessment for learners with special educational needs takes account of the type and extent of the difficulty experienced by the learner.

1.3   Definition of Special Educational Needs and Disability (SEND):

The SEND Cod of Practice 2015 states that Students have special educational needs if they have a *difficulty accessing the curriculum*, temporary or more long-term, which calls for *special educational provision* to be made for them.

Students have *difficulty accessing the curriculum* if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age.
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Students who experience difficulty in accessing the curriculum may also have a particular gift or talent. This is addressed through the Gifted and Talented Provision, in addition to provisions made for their specific need.

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents and staff will be informed that the child has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made.
Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

Broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The purpose of identification is to consider the action the Academy needs to take rather than fitting a student into a category. At the Academy, the needs of the whole young person are considered, not just the special educational needs.

The following are NOT SEN but may impact on progress and attainment:

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Persistent disruptive behaviour where there are no causal factors such as undiagnosed learning difficulties or difficulties with communication or mental health issues
- Attendance and Punctuality
- Health and Welfare
- EAL
- Pupil Premium
- Being a Looked After Child

1.4   English as an Additional Language

The identification and assessment of the SEND of a student whose first language is not English needs careful consideration. It is essential to consider the student within the context of their home, community and culture. A perceived lack of competence in English is not necessarily indicative of learning difficulties. However, when a student who uses English as an additional language makes slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties. In these cases the SENCo will look carefully at all aspects of the student's performance across the curriculum to identify any further difficulties.

1.5   Curriculum Support (Provision)

This is achieved by:

1.   Identifying and assessing individual student's needs.
2.   Reporting of students' needs to all members of school staff.

3. Providing an appropriate curriculum, taking into account;
    - Curriculum and examination syllabuses
    - Continuity and progression
    - Departmental development plans.

4. Delivering an appropriate curriculum, taking into account;
    - Suitable teaching materials
    - Effective, differentiated teaching strategies
    - A supportive learning environment
    - Encouraging a positive self-image.

5. Providing learning support through;
    - Curriculum development
    - Support teaching
    - Bespoke training
    - INSET

6. Using outside agencies where necessary and appropriate.
7. Monitoring individual progress and making revisions where necessary.
8. Ensuring that parents / carers understand the process and involving them in the support of their child's learning.
9. Encouraging students with SEND to actively participate in all decision making processes and contributing to the assessment of their needs, meetings and transition process.
10. Making regular reports to governors regarding SEND issues to raise awareness and to aid implementation of processes and procedures.
11. Teaching Assistants and teachers collaborate effectively.

PART 2: Structural Arrangements

2.1   The SEN Governor: Maurice Coles, The Director of Student Support: Mrs Julie Jones, The SENCo: Miss Ellie Thomas

2.2   Roles And Responsibilities

The SEN Governor

The named governor for SEND responsibility is Mr Maurice Coles. The governor will:

- Oversee all elements of the Academy's work relating to students with Special Educational Needs or Disabilities
- Act as a link between the Academy and the governing body on matters relating to SEND
- Act as a sounding board to the Principal and Director of Student Support as required

The Director of Student Support

The Director of Student Support is Mrs Julie Jones. The Director will:

- Determine the Academy's general policy and approach to provision for children with SEN and maintain a general oversight of the RSA Academy's SEND work
- Establish the appropriate staffing and funding arrangements for SEND provision
- Keep the governing body informed of developments in SEND provision
- Have a particular interest in students with special needs, monitoring their progress
- Ensure that their needs are being met across the Academy

The SENCo

The SENCo is Miss Ellie Thomas. The SENCo will:

- Disseminate information and raising awareness of SEND issues throughout the school.
- Be responsible to the Principal for the management of SEND provision and the day-to-day operation of the policy.
- Manage and develop the roles of Learning Facilitators, through training and performance management.
- Screen and identify students.
- Co-ordinate provision for students.
- Support the teaching and learning of students with SEND.
- Keep accurate records of all students with SEND.
- Draw up, review and monitor Individual Pupil Profile Sheets for those with SEND and others, as required.
- Monitor department delivery of the SEND Policy.
- Recruit and deploy the Academies' SEN Team, which includes Learning facilitators.
- Be responsible and accountable for the whole-school SEND resources and sharing with the Principal and Business Manager responsibility for the allocation of funding devolved directly from the LA.
- Liaise with parents and carers of students with SEND.
- Liaise with and advising fellow teachers and support staff.
- Liaise with schools including feeder primaries and specialist settings.
- Liaise with other SENCOs, both locally and nationally.
- Liaise with outside agencies,
- Contribute to in-service training and external training (as appropriate).

The Academy must publish the SEND Information Report on their website and review annually.

Teachers

"All teachers are teachers of special needs"

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the Learning Support.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring Individual Pupil Profile Sheets are considered in lessons.
- Monitoring progress of students with SEND against agreed targets and objectives.
- Be fully aware of the school's procedures for SEND.
- Raising individual concerns to SENCO.

Learning Facilitators

- Support students with SEND and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Monitor progress against targets using Individual Pupil Profile Sheets
- Assist with drawing up individual plans for students and supporting information sheet development, as required.
- Contribute to the review progress, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Support students on Educational Visits, as required.
- Jointly plan with teachers, where appropriate.

2.3   Admissions for Students with SEND

The academy's admission arrangements operate in line with Sandwell Council procedures. Further details about our admissions arrangements can be found on our website: http://rsaacademy.org/home/admissions/ If a child has chosen the academy and is already in receipt of an Education Health Care Plan, the Special Educational Needs Co-ordinator will liaise with Sandwell Local Authority Special Educational Needs and Review Service to ensure a smooth transition and any specialist provision can be planned and implemented swiftly.

All students undertake reading tests and spelling tests, along with tests in the core subjects.

2.4   Inclusion

The Academy occupies three floors that are full accessible by lift. There are staff and pupil toilet facilities on each floor. Classrooms are fully accessible. On the ground floor, there are accessible toilets and changing room facilities. Also located on the ground floor is the medical room with fully equipped toilet facilities and a wet room. The dining room is located on the ground floor and there is easy access to outside recreational areas. To the front/side of the building is a car park with reserved parking bays for disabled visitors and families.

At the Academy, all students irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the schools organisational and curriculum structure, its assessment and rewards systems, the arrangements made for careers' education and work experience. Students with SEND are integrated and included fully into the life of the school as a whole, including its social and cultural activities.

The academy believes that:

- the needs, rights and entitlements of individual students are the focus of both an educational and social environment;
- staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice;
- the family and community should work together.

2.5   Complaints Procedures

Initially, all complaints from parents or carers about their child's provision is made to the SENCO, who follows this up with relevant staff. However, if a parent or carer is not satisfied with the response given, the Complaints Procedure available on the academy's website may be followed.

2.6   Monitoring and Evaluation of this Policy

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents or carers, particularly at meetings.
- Recorded views by teachers on students' competence, confidence and social acceptability.
- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results.
- Evidence of planning and targeted expenditure for SEND.
- The SENCO reviewing procedures in consultation with subject leaders, and outside agencies.
- Feedback from departments and outside agencies
- Number of complaints received.

PART 3:   Identification, Assessment and Provision

3.1   Identification

The academy uses the graduated response as outlined in "The Code of Practice (2015)". To help with this process a variety of screening procedures are used, which are then disseminated to teaching staff via the SEND area.

New Intake Students in Year 7

a) Primary Liaison

Feeder primary schools are visited / contacted throughout the year prior to transfer. Any student identified as having a SEND or who has an EHC plan is referred to the SENCO. Contact is then made with the primary school.

The LA notifies the academy about students who are transferring with EHC plans in the spring of their year

Where practicable, the SENCO attends their Annual Review to ensure a smooth transition is made. At this meeting, the SENCO becomes the Lead Professional for the child with an EHC plan. The transition coordinator frequently attends year 5 and Yr 6, when notified. Relevant information is disseminated to teaching staff before transfer.

b) Initial Screening

- KS2 tests
- Reading, spelling, writing tests
- Tests undertaken by the SENCO as identified

Screening in Other Year Groups

- Other screening tests are administered when required.

Staff Observation

- Members of staff consult with the SENCO if they notice students who may need specialist help during the school year. Evidence for that concern must be produced, prior to any testing and / or additional intervention being undertaken.
- The SENCO may then ask for additional diagnostic assessment to be undertaken for other professionals.

Referrals by Parents or Carers

- A student's parent may express concern. Once information is gathered the process is the same as for staff referrals.
- All parental referrals are acted upon.

3.2 Provision

Teaching students with SEND is a whole academy response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at the Academy learn and progress through these differentiated arrangements.

A Graduated Response is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENCO but will be planned and delivered by teaching and support staff.

Graduated Response

Wave 1: Quality First teaching by all teaching staff.
Wave 2: Is initiated where students have failed to make adequate progress as identified by the SENCO through the assessment arrangements as in 3.1.

Criteria for Wave 2 include:

- low Numeracy / Literacy scores
- below age expected level in Key Stage 2 SATs
- Teacher's observations
- Primary Teachers' comments
- Concerns from staff or parents

Provision from within the academy's resources is identified to help meet the student's needs. Interventions may include:

- Additional learning programmes such as Literacy and Numeracy
- Smaller group sessions.
- Appropriate teaching groups / sets.
- Group support on a regular basis.
- Nurture provision
- Additional staff training.

Wave 3: Where students fail to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services.

They are requested to:

- Provide specialist assessments.
- Give advice on teaching strategies or materials.
- Provide short-term support or training for staff.

The Individual Pupil Profile Sheet is revised and new strategies are put in place following the involvement of student and parents. Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the school will apply for additional resources. The application will be evaluated against criteria established by the LA.

b) Statutory Assessment – EHC Plan

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the academy and / or a parent / carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC plan.

The SENCO is responsible, on a daily basis, for providing support and mentoring, allocates students with EHCPs a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at Wave 2 and Learning Facilitators are fully involved.

3.3   Individual Pupil Profile Sheets and Reviews

The strategies that will be employed at Wave 2, Wave 3 and for students with EHC plans are recorded in the Individual Pupil Profile and Tracking Sheets reflecting provision that is additional to, or different from, normal differentiated provision. Not all students with SEND have a Individual Pupil Profile, their progress is closely monitored.

Contents of the Information Sheet include:

- Access Arrangement information
- Teaching strategies to be used
- Additional provision to be put in place
- Along with data referring to attainment and specific needs.

The Individual Pupil Profile is communicated to all staff who support the student's learning, and to the parents or carers and the student.

Individual Pupil Profile Sheets are constantly reviewed and updated, but also form part of the formal review process following consultation with teaching staff and new targets identified. Prior to review, teaching staff return the completed target sheet

- Outlining the steps they have taken to help students achieve their targets
- Current assessment information
- Observations

- How well the targets have been achieved
- Future concerns / targets

3.4   Continuous monitoring of individual progress

Monitoring of individual progress is completed rigorously by Academy's and individual reviews, screening tests and through procedures described in the Curriculum Policy. Assessment Policy.

3.5   Provision of an appropriate curriculum

Through their departmental development plans, the SEF and in conjunction with SEN statements, provision for students with SEND is regularly reviewed and revised.

It is the responsibility of individual departments in the Academy to ensure that the students with SEND make at least expected progress in partnership with the SEN Dept Inclusion department.

3.6   Provision of Curriculum Support

The SEN Department can help subject areas in the following ways (although this is not an exhaustive list):

a) Curriculum development:

- Planning with individual members of staff / departments.
- Selection / design and preparation of suitable materials.
- Selection / design of teaching strategies.

b) Support teaching: This is achieved by working collaboratively with a subject teacher. The SENCO can assist by:

- Planning appropriate programmes of work.
- Preparation of relevant and differentiated materials.
- Team and individual teaching.
- Helping to facilitate a wide range of teaching and learning styles.
- Evaluating and reviewing what has been achieved.

c) Withdrawal: Some students with special educational needs may be withdrawn 1:1 or within small group sessions or to use technological support; the withdrawal of students is kept to an absolute minimum, in accordance with the Academy inclusive ethos.

d) In-service Training :
- The SENCO provides training for NQTs and other new staff at the school on Code of Practice procedures at the Academy.
- Individual departments can ask for training from the SENCO as required, for specific purposes or generic training.
- Whole-school INSET, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.

3.7   Allocation of Resources

The academy is funded to meet the needs of all their students through its core budget but is additionally funded to support provision for SEND through:

- Deprivation and underachievement factors, based on the number of students receiving free meals and those underachieving on entry.
- Funding for specific students to meet their assessed needs.
- Delegated and designated budgets.

- Also, in some part, the Pupil Premium.

PART 4:   Partnership

4.1   Academy

- The SENCO liaises closely with individual subject leaders and senior staff. Information and concerns are always discussed with the appropriate member of staff.

- Academy systems and procedures provide the mechanism through which SEND issues are discussed and disseminated.

4.2   Parents

The Academy actively seeks to work with parents/carers and values the contributions they make.

- Parental views are recorded as part of the Annual Review procedures.
- Parents are actively encouraged to help their child in many ways, for example: hearing their child read and learning spellings. Information sheets have been produced that may be helpful.
- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers.
- Effective communication is achieved through regular contact with home either through letters, telephone calls or the student's planner.
- New parents can attend the Open Evening prior to transfer.

4.3   Students

- The Academy acknowledges the student's role as a partner in his / her own education.
- Students are actively encouraged to be involved in decision making by attending all reviews and to be involved with negotiating and evaluating their targets.
- Student views are recorded as part of the review process and their views are valued and listened to.

4.4   External Support

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student. The external support agencies used by the Academy may include:

- The Educational Psychologist
- The Child and Mental Health Service (CAMHS)
- The School Nurse
- Speech and Language Service
- Occupational Therapy
- Physiotherapy
- SENAT (LA SEN Support)
- Communication and Autism Team (CCAT)
- Physical/Sensory Support Service

4.5   Transfer Arrangements

- All documentation about special needs included in a student's record is transferred between schools. The SENCO deals with specific enquiries.
- Additional induction days are arranged as required for all students with SEND and vulnerability

factors.

- The records of students who leave at the end of Year 11 are kept and stored in school.
- Documentation relevant to the last Review is forwarded to Post 16 placements.