



S.E.N.D. Policy

‘Together we are stronger’

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1.0 Roles and Responsibilities

The responsibility for the implementation of this policy and provision rests with the Principal. On an operational basis, the management, responsibility and evaluation of this policy will be undertaken by the designated Assistant Principal.

2.0 Suggested Audience

All teaching and support staff, parent/carers and students. As part of their academy induction or professional development, all staff will participate in training which will enable them to use the knowledge, principles and procedures outlined in this policy.

3.0 Academy Mission Statement

‘Together we are stronger’

4.0 Introduction

4.1 This academy is a member of the DELTA Academies Trust. The academy will use the resources and expertise of the DELTA Academies Trust and work closely with other DELTA academies to ensure that this policy is implemented using best practice. It is the aim of Rossington All Saints Academy that every student achieves the very highest level of attainment which reflects their ability.

4.2 At Rossington All Saints Academy it is the aim to provide all students with the opportunity to fulfil their potential. Within the academy subjects are set by ability, however no individuals or whole groups are singled out and labelled “less able”. Implicit in this philosophy is the notion that all teachers are teachers of students with special educational needs. The philosophy demands that individual differences are recognised within classes and catered for appropriately. The match between teaching styles, curriculum materials, expected learning outcomes and student ability is crucial. This is the context in which the policy on special educational needs must be seen.

5.0 Objectives of the policy

The objectives of this policy are to:-

- 5.1 Ensure the identification of students with special educational needs within the framework of the Code of Practice and the Local Educational Authority’s overall policy.
- 5.2 Ensure the staff and the governing body are fully aware of students with special educational needs.
- 5.3 To enable quality, appropriate provision for students with special educational needs to be secured.

6.0 The Special Educational Needs Co-ordinator

The academy's Special Educational Needs Co-ordinator responsible for the day to day operation of the policy is:

Miss Kim Wainwright

7.0 Admission arrangements

The school is an inclusive academy. Students with special educational needs and disabilities are admitted to the academy in accordance with the normal arrangements, which apply to all students. All students who have a statement of special educational needs/EHCP naming the academy shall be admitted to the academy.

8.0 Facilities

The academy has no special units or SEND specialisms; there are no special facilities other than ramps to improve wheelchair access to the ground floor of the buildings, toilets for the disabled, drop down desks and a lift to the first floor.

9.0 Resources for Special Educational Needs & Disabilities

Resources for students with special educational needs & disabilities will be allocated by departments according to their priorities identified in their improvement plan.

It is recognised that most resources will be for all students and therefore accessible to students with special educational needs & disabilities. This may include for example, textbooks, which are differentiated to a suitable degree. Some resources, on the other hand may be allocated specifically for students with special educational needs. This could be special items of equipment or specific resources.

10.0 Criteria for the Identification and Assessment of Students with Special Educational Needs.

The academy will adhere to the requirements of the Code of practice

(i) Initial identification

10.1 The academy has procedures for liaising with its feeder primary schools. This forms the basis of the initial identification of students with SEND Students will fall into the following categories on entry to Rossington All Saints from feeder schools:-

- (a) they have an EHC plan or formal assessment procedure is in progress;
- (b) they have special educational needs, which are monitored and reviewed according to the requirements of the Code of Practice.
- (c) They have no record of special educational needs.

On entry to Rossington All Saints Academy students are tested using the N.F.E.R New Group Reading Test, Single Word spelling test. National Curriculum Key Stage 2 SAT scores are also available. Scores on these tests will either confirm the information in (a) and (b) above or identify more students whose scores are significantly lower than the majority of students.

(ii) **Later identification**

A student's performance at Rossington may give sufficient reason for observations to be put in place. These will probably fall into the following categories:

- (a) Prolonged periods of disturbed or unacceptable behaviour;
- (b) Frequent absences which necessitate the involvement of outside agencies;
- (c) Inability to cope with the normal curriculum for reasons such as poor language/literacy skills, poor concentration, poor personal organisation;
- (d) Students who have a disability which requires a modified curriculum;
- (e) Students whose home language is not English;
- (f) Students who have come from a different educational system and may need time to readjust.

10.2 Informing staff

Information about a student's special educational need is passed on to staff in the academy in the following ways: -

- (i) SEND register is regularly updated and distributed to all staff via the VLE.
- (ii) Face to face liaison between the SENCO and appropriate teachers.
- (iii) The attendance of appropriate teachers at formal review meetings.
- (iv) SEND issues being on the agendas of department/pastoral meetings.
- (v) House Directors.
- (vi) BASE Staff.
- (vii) Support information available on the VLE - Pen portraits.
- (viii) Whole school CPD sessions.

11.0 Assessment and recording procedures

The needs of most students will be met by appropriate differentiation of the normal curriculum and will be monitored by subject teachers.

Those students, who require additional support for ~~whatever reason~~, will be noted according to the Code of Practice at:

EHC Plan
SEN Support

All students have individual targets set in each subject.

The needs of students with EHC plans will be reviewed according to the statutory requirements.

12.0 Access to the curriculum

Students with special educational needs are fully integrated within the academy. Each department will determine how the needs of the students will be met. Subjects are set by ability. The match between a student's ability and an appropriate curriculum is crucial. Departments are encouraged to exercise and develop their provision for students with special educational needs in order to ensure full access to the National Curriculum at the necessary level.

The SENCO and learning facilitator's (LF's) will provide support to colleagues. The nature of this support is negotiable with the subject teacher and may be determined by the needs of the individual student and/or teaching group. The support may involve the LF using additional time to prepare differentiated teaching resources or seeking advice from the SENCO.

13.0 Monitoring and Evaluation

The successful operation of the SEND policy should ensure a whole academy awareness and response to SEND issues. The success of the policy should be observable in the following ways: -

- (i) evidence from classroom practice e.g. deployment of appropriate teaching styles, differentiation of tasks, and use of appropriate resources.
- (ii) the fulfilment of statutory duties e.g. management of EHC plans.

The answers to the following questions would also act as a measure of the success of the policy

- (iii) are students with special educational needs identified within the framework of the Code of Practice and the LEA's overall policy
- (iv) are the staff and governing body aware of students with special educational needs?
- (v) Does the academy secure appropriate provision for students with special educational needs?

14.0 The involvement of parents and complaints procedures

Parents should be involved at all stages whenever concerns about a student's progress are expressed.

However should a complaint occur the problem may be dealt with initially at the point of contact and the matter referred as soon as possible to the SEND Co-ordinator who will take up the issue and liaise with all those involved.

15.0 Links with outside agencies

The SEND co-ordinator will maintain links with the LEA. Support Service, the Schools Psychology Service and special agencies e.g. ASCETS, EMTAS, CAMHS Health Services, Connexions. The pastoral team would be the normal point of contact with Educational Welfare and Head of Student Support with Social Services. Liaison within academy will ensure appropriate personnel are informed of matters that affect them.

16.0 Staffing and Partnership

In service training

The CPD co-ordinator will maintain an overview of training needs.

In service training needs for SEND will normally arise in the following ways:-

- i) a whole academy need is identified e.g. the teaching of students on the autistic spectrum;
- ii) a department identifies a need;
- iii) an individual teacher identifies a need e.g. as a result of an appraisal;
- iv) Learning Facilitators identify a need.

The above items will normally be met by one of the following means

- courses provided centrally by the local authority;
- courses provided by outside agencies;
- courses provided in the academy by outside agencies;
- SENCO meeting individual staff or departments.
- Whole academy training needs may be described and provided for via the academy improvement plan, whilst department needs would normally be identified as a result of performance management. Other needs may be responded to as and when they arise and normally in consultation with the CPD co-ordinator.

17.0 Pyramid Liaison

Regular liaison meetings are held with those responsible for special educational needs in the feeder primary schools. This is particularly evident through the transition process which begins in Y5/6.

18.0 Approval by Education Advisory Body and Review Date

18.1 This policy and procedure will be reviewed by the Assistant Principal - Inclusion when there are changes in the law, or in accordance with the schedule drawn up by the Principal and agreed by the EAB.

18.2 This policy has been formally approved and adopted by the EAB at a formally convened meeting.

Signed:



(Chair of EAB)

Date: 09/02/17

Review date: 09/02/18

End of statement