



## **SEN POLICY**

**Adopted:** Sept 2016  
**Review:** Sept 2017

### **1. Aims and Objectives**

- 1.1. The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that, where the Principal, the SENDCo or the appropriate governor has been informed by the LA that a pupil has special educational needs, those needs will be made known to all who are likely to teach them.
- 1.2. The staff and governors in the Academy are aware of the importance of identifying and providing for those pupils who have special educational needs.
- 1.3. Principal, staff and governors will draw up and report annually to parents on the policy and effectiveness of the Academy's work for pupils with special educational needs.
- 1.4. The staff will ensure that pupils with special educational needs join in the activities of the Academy together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the Academy and the efficient use of resources.

### **2. Responsible Persons**

The 'responsible person' for SEN is the current SEN Governor Mr Frank Baker.

The person co-ordinating the day to day provision of education for pupils with special educational needs is Mrs Kath Boase. The SEN Manager is Mrs Yvonne Adams.

### 3. **Admission and Inclusion**

All the teachers in the Academy are teachers of children with Special Educational Needs. As such Pool Academy adopts a 'whole Academy approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the Academy is committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority, even as an Academy.

The Academy operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with statements of special educational needs or Education, Health, Care Plans (EHCP) and those others with less significant problems.

### 4. **Specialist Provision**

The Academy has teachers who are qualified to diagnose and teach learners with dyslexia. There is a team of Learning Facilitators who are trained to support a wide range of learning difficulties. The Academy has been adapted to provide maximum access e.g. ramps and lifts. The Academy has a plan of improvements to ensure optimum access to the curriculum and the physical environment.

### 5. **Access to the Curriculum**

- 5.1. The National Curriculum will be made available for all pupils. Where pupils have Special Educational Needs a graduated response will be adopted. The Academy will, in other than exceptional cases, make full use of classroom and Academy resources before drawing on external support
- 5.2. The Academy will make provision for pupils with Special Educational Needs to match the nature of their individual needs and the class teacher and SENCO will keep regular records of the pupils' Special Educational Needs, the action taken and the outcomes
- 5.3. There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.
- 5.4. The curriculum will be differentiated (where appropriate) to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

5.5 Schemes of work and lesson plans for pupils, within classes and year groups, will reflect whole Academy approaches to teaching and learning and will take account of special educational needs.

5.5. Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

## 6. **Providing the graduated response at SEN Support**

6.1. The Academy offers a differentiated curriculum (where appropriate) when a pupil fails to make progress and shows signs of difficulty in some of the following areas : acquiring literacy and numeracy; presenting persistent social, emotional behaviour difficulties (EBD); has sensory or physical problems; or communication or interaction difficulties. At this point the Academy will place the pupil at SEN Support and support that is additional to and different from the differentiated curriculum will be provided through:

Classroom organisation and management  
In-class support by teacher/teacher assistant  
Withdrawal for individual/small group work  
Behaviour modification programmes  
Use of specialist equipment

*Alternative teaching strategies*

6.2. The resources allocated to pupils who have additional needs not relating to a statement/EHCP will be deployed to implement those on SEN Support as outlined in the revised Code of Practice. Parents will be informed and pupils will be involved in decisions taken at this stage.

If a pupil does not make progress despite the Academy taking the action outlined, advice will be sought from the appropriate support services referred to in Section 8.

## 7. **Identification and Assessment – a graduated response**

7.1. If progress is still not achieved the child may be assessed bearing in mind the County criteria with a view to initiating a statutory assessment of special educational needs /ECHP under the 1996 Education Act. This is however subject to change dependent on the SEN green paper; support and aspirations. The appropriate forms will be used for recording and referral as necessary, and both parents and pupil will be part of this.

7.2. Identification of special educational needs will be undertaken by all

staff through the SENDCo and the appropriate records will be maintained. Records will be developed through a process of continuous assessment by the class teacher or the special educational needs teacher together with end of Key Stage attainment tests. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties. Where necessary pupils will be referred to the special educational needs co-ordinator for diagnostic testing to construct a profile of the child's strengths and weaknesses.

7.3. The progress of children with special educational needs will be reviewed through formative and summative assessments as outlined in the Code of Practice. Parents will be consulted on parent evenings. Additionally, the progress of children with a Statement or EHCP will be reviewed annually, as required by legislation.

7.4. Records will be kept of the pupils receiving extra teaching support. These will include:  
what they have done and what progress they have made.

## 8. **Resources**

The principle that drives the allocation of resources is whether expected progress is being made. A value for money audit is carried out on all provisions to ensure the cost and split of specific appropriately.

8.1. The Academy has a number of strategies to ensure that individual needs are met. If there is no progress despite the application of the strategies and it is considered that the student requires intervention which is different from and in addition to what is already available then they will be added to the Academy Register of Need.

The student will be added as SEN Support.

## 9. **Liaison**

Parents will always be informed initially before an external agency becomes involved with their child.

9.1. Liaison is maintained with the following external agencies for some pupils on SEN Support (as deemed necessary) and pupils with statements of Special Educational Needs/EHCP including:

Psychological Services

Children's Service  
Audiology Service  
Service for the Visually Impaired  
Physical Disability Service  
Health Service  
Educational Welfare Service  
Autistic Spectrum team (AS)  
Community Education Service (CES)  
Short Stay Academy  
Children in Care (CIC)  
Special Education Section  
Parent Partnership Service  
Behaviour Support Service  
Multi-Agency Referral Team (MARU)  
Child & Adolescent Mental Health Service (CAMHS)

9.2. The Academy has links with partner primary schools and further education colleges and liaison is maintained particularly with regard to Transition issues.

9.3 The SEN Team will maintain a presence at all key stage parents' evening.

## **10. Arrangements for the Treatment of Complaints:**

The procedure for managing complaints is:  
All complaints will be dealt with at senior management level i.e. at least deputy Principal;

All complaints will be responded to within ten working days.

## **11. Staff Development**

In-service training needs related to special educational needs will be identified by the SENDCo in consultation with the staff and will be incorporated into the staff development plan.

## **12. Working with Parents**

12.1. In the light of the Lamb Report, the Academy will actively seek more involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success.

12.2. Parents will always be kept informed about the Special Educational Needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the Academy will be consistently maintained. Parents will be informed about the Parent Partnership Service.

12.3. As mentioned in '9' above, parents will be fully consulted before the involvement of LA support agencies with their children, and will be invited to attend any formal review meetings at all stages.

12.4 From September 2015 all parents with pupils on the Academy's register of need will be invited to attend termly meetings with a member of the SEN Team.

### **13. Pupil Participation**

The Academy will work to ensure that pupils are fully aware of their needs and the support available to make progress. Steps will be taken to involve pupils in decisions which are taken regarding their education.

### **14. Evaluating Success**

This Academy policy will be kept under regular review. The Governors are informed of progress against school targets and levels of support through:

- Staff awareness of individual pupil needs
- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs
- Improved behaviour of the children, where this is appropriate
- Consultation with parents
- Number of pupils moving between stages
- Pupils' awareness of their targets and achievements