Academy SEND Policy

September 2018
1. Aims

- To ensure that all children in the Academy are encouraged, valued, accepted equally and prepared for adult life.

- That all children with Special Educational Needs are able to access the curriculum and reach their full potential.

- That every teacher is an effective teacher of children with Special Educational Needs.

- To identify the needs of individuals with SEND and provide the appropriate level of support.

- To ensure that parents are involved in making decisions regarding the child and to take into consideration the opinions of both parent and child.

2. Principles

- We acknowledge current legislation and recognise that a significant percentage of our children may have a special need related to their Cognition and Learning, Social, Emotional and Mental Health, Communication and Interaction, Physical and Sensory Needs.

- All children with SEND should have their needs met.

- Children with SEND should be offered full access to a broad, balanced and relevant education.

- The views of children with SEND should be sought and their views taken into account.

- Parents have a vital role to play in supporting their child’s education and this should be acknowledged as part of everyday practice.

3. Objectives

- To implement Student Support in accordance with the SEND code of practice.

- To request an assessment when a child demonstrates significant cause for concern.

- To identify at the earliest opportunity, using agreed school criteria, those children with Special Educational Needs.

- To provide either a Group Plan or a Student Support Plan for any child with an additional need.

- To consult parents, the child and external agencies where necessary to provide appropriate support.

- To review SSPs with parents termly
• To monitor success of the policy by analysing data collected on an annual and/or termly basis. This includes student questionnaires, parent questionnaires, student progress data and subject data.

4. Identification of Pupils Needs

Pupils’ needs should be identified at the earliest possible stage by:

• Taking account of any reports or assessments made prior to children starting school
• Speaking to the parents of those children who may have additional needs.
• Meeting with students that have been highlighted following observations.
• CATs tests and baseline assessments in Year 7
• Standard assessments
• On-going assessments
• Involving the Academy Referral and Monitoring process

5. Responsibilities of the Governing Body

The governors, including the SEND Governor, will acknowledge the requirements stated in the COP ensuring that:

• The policy for Special Educational Needs will be reviewed annually and that the annual report will be made available to parents
• Teachers are aware of the importance of identifying children and make proper provision using efficient and effective resources
• Where the Principal or the SEND Governor has been informed by LA that a pupil has Special Educational Needs, those needs are made known to all who are likely to teach him or her.

6. Responsibilities

SENCO

The SENCO will coordinate the provision of education for pupils with Special Educational Needs by:

• Monitoring the implementation of the policy
• Monitoring day-to-day procedures
• Monitoring individualised programmes

• Advising and supporting staff

• Maintain an up to date register of identified children

• Provide information for the Principal and the governors as required

• Advise on staff training needs and resourcing

• Parent and Student Contact Meetings

• Ensuring SSPs and Group Plans are in place as required.

• Link with outside agencies regarding specific support and advice.

• Involved in the formation of EHC plans.

Responsibility of Teachers

Teachers of children with Special Educational Needs will:

• Plan, monitor and teach an accessible curriculum

• Work with classroom support

• Research and implement the strategies recommended on the inclusion register, Group Plans and Student Support Plans for their classes

• Contribute to the review process

• Attend student focus meetings

• Attend additional training as required.

• Liaise with the SENCO and other SEND support.

Facilities for Pupils with Physical Disabilities

• There is a toilet/shower room for the disabled.

• These will be reviewed as any other needs become apparent.
7. Allocation of Resources

The Principal and Governors allocate funds and resources in consultation with the Vice Principal (Inclusion), Head of Learning Support and the SENCO to meet the needs of our pupils.

Pupils with special needs will have opportunity to take part in all school activities, which are appropriate to them.

Complaints

Where concerns arise, parents should make an appointment to see the SENCO, Head of Learning Support Services or the Vice Principal (Inclusion). If parents wish to take a complaint further they may do so by following the Academy complaints policy.

Partnership

Staff should seek to work with parents and take account of their views.

Parents will be informed if their child is identified as having SEND.

Parents will be informed of the Parent’s Information, Advice and Support Services Network (IASS Network).

The school maintains firm links with support services such as:

- SSA Educational Psychologist
- CAMHS
- Speech and Language Therapy
- Sensory Support
- Academy Education Welfare officer
- Academy Autism Support
- Social Services
- School nurse
- Positive youth Foundation
- Learning Mentors
- Care Agencies
- CP officer
- Physiotherapists and Occupational Therapists
- Access and Technology Service
- Neurodevelopmental Service
- Wheelchair Users Group
- Integrated Primary Mental Health Service (IPMHS)