



LONGSPEE

High Expectations Lead to High Achievers

LONGSPEE ACADEMY

SEND Policy

Adopted by AAC:

10.10.2018

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Longspee Academy is a well-established campus which caters for up to 47 pupils with social, emotional and mental health (SEMH) difficulties at Key stage 1, 2 & 3 (Year 7). All pupils admitted to Longspee have Education, Health and Care Plans (EHC Plans).

At Longspee Academy, every member of staff and every child has a positive attitude to others with Special Educational Needs and Disabilities (SEND). We have created a school environment where everyone has the right to feel safe, cared for and supported whatever their race, colour, gender, class, physical challenge, faith, sexual orientation or lifestyle. Everyone in the school has a right to full access to the curriculum; and the right to learn in a caring and considerate environment where staff and children value their contribution to the life of the school.

INTRODUCTION

1.1 This policy is written in line with the Children's and Families Bill (2014) and the SEND Code of Practice (2015).

1.2 Longspee is committed to working with Academy staff, students, parents/carers and appropriate external agencies in the assessment and review of students. A record of all pupil's specific special educational needs is maintained and reviewed regularly by the Inclusion Lead

1.3 Longspee's SEND Information Report (Local Offer) identifies provision the Academy offers for it's pupils and accessibility for disabled pupils.

Aims and objectives

2.1 The aims of this policy are:

- to create an environment that meets the special educational needs of each student;
- to ensure that the special educational and disabilities needs of the students are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for students' special educational needs;
- to promote effective partnership and involve outside agencies when appropriate ensuring all partner are clear of their responsibilities in the process;
- to enable all students to have full access to all elements of the school curriculum;
- to ensure that there is effective communication between parents/carers, allowing parents/carers to play a key role in planning and decision making
- to ensure that our students have a voice in this process.

2.2 The success of this policy will be judged against the above objectives. The Academy Advisory Group annual report will detail the successful implementation of the policy and effectiveness of the provisions made. An annual review is undertaken by the Academy Advisory Group and any amendments made in the light of review findings.

3 Educational inclusion

In our academy we aim to offer excellence and choice to all our students, whatever their ability or needs. We have high expectations of all our students. We aim to achieve this through the removal of barriers to learning and participation. We want all our students to feel that they are a valued part of our academy community. Through appropriate curricular provision, we respect the fact that students:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

4 Special educational needs

Pupil's who attend Longspee have usually attended a mainstream school and will have Special Educational Needs that have already been identified. Support from external agencies has been received and used to obtain an Education, Health and Care Plan. Pupils are referred to the school following a multi- professional assessment through their Local Authority via their Education, Health and Care Plan which identify the special needs of the pupil. If the school is able to meet the pupil's identified need/s, the pupil's placement is discussed at the School Admissions Panel Meeting which is held weekly.

Class teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access intervention led by other members of staff.

Class teachers:

- always focuses on high quality teaching and learning for all of the children in their class
- differentiate their planning and provision for the children; and their full range of unique abilities
- have a role in the initial information gathering when we are identifying and assessing if a child has an additional SEND
- regularly communicates through a range of methods (e.g. morning drop off and afternoon pick-up, phone calls, meetings, communication books etc.) with parents/carers
- works with other members of school staff and external professionals where necessary to make the best provision for children with SEND – this includes the Inclusion Lead.

4.3 We are committed to early identification of special educational needs and adopt a graduated four part cycle to meeting need in line with the SEND Code of Practice 2015: Assess, Plan, Do and Review.

If our assessments show that a student may have a learning difficulty, we use a range of strategies that make full use of all available classrooms and academy resources. The student's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents/ carers informed and draw upon them for additional information. The Inclusion Leader, if not already involved, will become involved if the teacher and parents/ carers feel that the student would benefit from further support. The Inclusion Lead will then coordinate further assessments of the student's needs, this will usually be in connection with the specialist teams providing learning and emotional support across the academy.

We will record the strategies used to support the student within a Pupil Profile this document includes the Pupil's SEMH Support Plans (see Appendix A). Teachers use all this information to set and review short-term targets for the student and record them on a Pupil Tracker. Children have their tracker with individual targets on display in their classrooms.

If the student's needs require further targeted support this will be delivered through Intensive Support and interventions usually delivered during Key Skills (Masters Club and Personal Development) lessons.

If the Inclusion Lead identifies that support is needed from outside services, we will consult parents/ carers prior to any support being actioned. In most cases, students will be seen in school by external support services. This may lead to Intensive Support in the academy. External support services will sometimes contribute to information for the student's new Tracker.

In our academy the Inclusion Leader:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to students' special needs;
- supports and advises colleagues;
- oversees the records of students with special educational needs;
- acts as link with parents/ carers in liaison with the class teacher
- acts as link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to The Principal for sharing with the governing body;
- manages a range of resources, human and material, to enable appropriate provision for students with special educational needs;
- Contributes to the professional development of all staff.
- Support staff will take on both specific and general delegated responsibilities given to them by the Inclusion Lead/ class teachers in relation to the support outlined for students in their Pupil Profiles.

Staff training

- All teachers in the school are qualified teachers (or in the process of achieving QTS) who have access to a range of support and training opportunities across the year
 - The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as Attachment, Specific Literacy difficulties and Speech and Language difficulties
 - Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Early Help Service, the Autism Support Team, etc.
 - Our Inclusion Lead, has had the NASENCO Accreditation– this is a mandatory training course for all SENCOs and is a Masters level training programme.

5 The role of the governing body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

5.2 The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these students. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for students with special educational needs. The governing body ensures that parents/ carers are notified of a decision by the school that SEN provision is being made for their child.

5.3 We have a governor responsible for monitoring achievement and teaching and learning across the school, which includes achievement of and the provision for pupils with SEN.

6 Allocation of resources

6.1 The Inclusion Leader is responsible for the operational management of the specified and agreed resourcing for special needs provision within the academy.

6.2 The Inclusion Leader is responsible for monitoring the utilisation of PPG funding. The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for free school meals (FSM) and children who have been looked after for more than six months (LAC). The impact of the funding measured and reported on in an action report written on a termly basis. Funding for PPG children provides support for pupils through:

- Additional support in the classroom
- Specific 1:1 intervention packages
- 1:1 support from Emotional Support Assistant
- 1:1 support from Pastoral Support worker
- Access to Behaviour for Learning team

8 Access to the curriculum

8.1 All students have an entitlement to a broad and balanced curriculum, which is differentiated to enable students to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

8.2 Teachers use a range of strategies to meet students' special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

8.3 Individual Pupil Trackers which employ a small-steps approach, feature significantly in the provision that we make in the academy. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that students experience success. All students have Pupil Trackers on display in their classroom.

8.4 Occasionally, to maximise learning, we ask the students to work in small groups, or one-to-one outside the classroom with our specialist teams.

9 Partnership with parents/ carers

9.1 The academy works closely with parents/ carers in the support of students. We encourage an active partnership through an ongoing dialogue with parents/ carers. The home-school agreement is central to this. Parents/ carers have much to contribute to our support for students with special educational needs.

9.2 The academy prospectus contains details of our policy for special educational needs, and the arrangements made for these students in our academy.

9.3 We have meetings each term to share and celebrate the progress of students with their parents/ carers. We inform the parents and carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of students with special educational needs.

Pupil participation

10.1 In our academy we encourage students to take responsibility and to make decisions. This is part of the culture of our academy and relates to students of all ages.

10.2 Students are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of academy life.

Monitoring and evaluation

11.1 The Inclusion Leader monitors the movement of students within the SEN system in the academy. The Inclusion Leader provides the Principal with regular summaries of the impact of the policy on the practice of the academy.

Review

12.1 This policy will be reviewed by the governing body on an annual basis.

Dissemination of the Policy

13.1 This policy is made available to:

The meeting of the whole governing body

The whole school staff through induction and staff meetings

Parents through the prospectus and available in the general office

On the academy website