



Special Educational Needs Policy

Abstract

The SENCO, with the support of the Principal and Governing Body, takes responsibility for the day to day operation of provision made by the academy for students with SEN and provided professional guidance in the area of SEN in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all students

Policy No:	21	Review Period:	Triennial	Last Review:	May 2018
Person Responsible:	Assistant Principal / SENCO	Reviewer:	Governor delegate		

1. Introduction

All students who attend Plympton Academy are entitled to a broad and balanced curriculum, suitably differentiated through Quality First Teaching to meet their individual needs. It is our policy to assist all our students to achieve their full potential. Provision will be made for those whose needs are not easily met within the normal academic and pastoral curriculum so that they may remain as fully integrated as possible.

2. Purposes

The Governing Body will act in accordance with the Department for Education's Special Educational Needs and Disability Code of Practice 0-25 years 2014, and the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Education and Skills Act 2006
- Equality Act 2010
- Children's Act 1989
- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014

Plympton Academy acts within the principles laid out in the Department for Education's Special Educational Needs and Disability Code of Practice 0-25 years 2014. It is recognised that SEND is most effectively managed within a staged approach. Intervention will be carefully managed in conjunction with support and advice from specialist services in order to meet the needs of the students as comprehensively as possible.

3. Definition of Special Educational Needs (SEND)

The Code of Practice (2014) states that:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significant greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream academies or mainstream post-16 institutions.

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition.

4. Provision at Plympton Academy

a) Admissions and Transitions

At Plympton Academy we recognise that transitions can be difficult for a young person with SEND and take steps to ensure that any transition is as smooth as possible. We are actively involved in all areas of transition across phases of education, ensuring the support is available for students who require it at key points in their education.

A student with SEND will be fully integrated with other students of the academy at all times. This must take into account the efficient education of other students and the use of resources.

Upon transfer to another academy/school, every effort will be made to ensure that the receiving academy/school involved will be made aware of the particular needs of a student. This will be through personal liaison and appropriate records, documents and/or statements of SEND.

As students approach transition points, the academy will help the students and their families with more detailed planning.

If your child is moving to another academy, school or college the current academy will:

- Contact the academy/school SENCo
- Organise appropriate transition and enhanced transition for those who require it liaising with primary school and parents.
- The SENCo will, where requested, endeavour to attend Year 5 and/or Year 6 annual reviews/conversions.
- Year 10/11 – the academy will continue to help exploration of specific post-16 options and assist with the application process.
- Information regarding the needs of the students will be shared with the next educational provider and support for transition visits will be facilitated where required.

b) Identification

The SENCo and the Head of Year for Transition will liaise with all primary schools to ensure that information on students is shared effectively, in line with the Local Authority transition protocol.

At the start of Year 7, this information will be used alongside data from Primary schools to ensure that students who may need additional support are identified. Once needs are identified, a graduated response to supporting the student's needs will be initiated. Where appropriate the SENCo will enlist the services of specialist professionals such as Educational Psychologists and Advisory teachers.

The SENCo will also listen to and liaise with the young person and their parents/carers as necessary, to assist in assessing the needs of the young person.

Details of each SEND student including the nature of their learning differences, recommended teaching strategies, strengths and history of provision will be available to all teaching staff. All teaching staff will be made aware of this information and informed when any significant changes are made.

It is the responsibility of all staff to trigger the internal referral system should they have any concerns that a student may have previously unidentified special educational needs and/or disabilities.

All students have regular assessments and reviews (3 times a year) within the academic year; SEND students are fully included in this process. Where a student has an existing Statement of Need or an EHC Plan this will be reviewed at least once annually in line with recognised guidelines. At such reviews both the student and parents will be invited to give their views and engage fully in the review process.

At Plympton Academy, we operate a graduated approach to student need. The vast majority of concerns can be dealt with by the form tutor or class teacher. If the concern persists they will refer to their Head of Department in the first instance. If there are still concerns that needs are not being met, then a consultation with the Special Needs Coordinator (SENCo) can be arranged.

c) Support

Progress of all young people including those with SEND is the responsibility of the class teacher. SEND needs will primarily be met through quality first teaching.

There is a range of interventions available to SEND students including;

- Specialised adaptations of resources
- Differentiation within the classroom
- Small group work, both internal and external, to the classroom
- 1:1 mentoring
- Provision based on EHCP details
- Access to a range of outside agencies such as educational psychology, communication interaction team, sensory support and CAMHs
- Parents' consultation evenings
- Invited parental meetings

In line with the Equality Act 2010 the academy has and will continue to make reasonable adjustments to promote the fullest possible integration of students with SEND. We have a lift in the English, Maths and Science block enabling access to the second floor. All stairs have handrails.

The SENCo works closely with specialist advisory teachers from the Local Authority to ensure that all students with physical or sensory needs have the best possible opportunity to access facilities in academy. This may involve purchasing specialist equipment or making special arrangements to assist a student with moving around the site.

The Principal and the SENCo discuss all the information they have about SEND in the academy, including;

- the students receiving additional support / mentoring
- the students needing additional support / mentoring
- the students who have been identified as not making as much progress as would be expected and decide what resources or training and support are needed.
- All resources, training and support are reviewed regularly and changes made as needed.

d) Staffing

Current support available directly funded by the academy:

- SENCo
- Teaching Assistants

Paid for centrally by the Local Authority but delivered in academy:

- Communication Interaction Team
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs

Provided and paid for by the Health Service but delivered in academy:

- School Nurse

5. Roles and Responsibilities

The Role of the Governing Body

Governors have responsibility for the strategic overview of and the implementation of the SEND Policy.

The day-to-day management and organisation of SEND is the responsibility of the Principal and SENCo. Governors will make sure that they are fully involved and will undertake review and monitoring of the academy's SEND Policy. All governors, especially the SEND Governor will ensure that they are up to date and knowledgeable about the academy's SEND provision.

The role of the SENCo:

- In collaboration with the Principal and Governing body, determine the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of students with SEND.
- Managing the SEND team.
- Collaborating with SENCos in other academies in order to facilitate awareness and best practice, and to ensure the maximisation of expertise, resources and mutual support.
- Liaising with and advising colleagues on all matters relating to SEND.
- Contributing to the continuing development and training of academy staff.

- Overseeing the review and maintenance of Statements and records for all SEND students.
- Liaising with parents of children with SEND.
- Liaising with external agencies, including the educational psychology service and other support agencies, medical and social services and voluntary bodies and the relaying of information as appropriate to staff
- Liaise with the Senior Leadership Team
- Liaise with the Director of Transitions and Head of Year.
- Liaise with the Careers South West advisor

6. Monitoring and Evaluation

The following procedures provide the academy with evaluative points for assessing the effectiveness of the academy's SEND policy:

- SEND communications from parents
- Briefings with members of the SEND team
- Students assessments for review meetings
- Students and parent views relating to the statutory review of Statement or EHCP need
- Evaluation of interventions with line manager
- Value added assessment data collected from the external examination procedure
- Review and evaluation of the data collections

7. Concerns and Complaints

Progress of all young people including those with SEND is the responsibility of the class teacher and then the Head of Department. In pastoral matters, the responsibility is with the tutor and then the Head of Year.

The overview of SEND students is the responsibility of the SENCo who will monitor, coordinate and evaluate provision of these students.

The Academy SENCo seeks to establish open dialogue and a good working relationship with all parents/carers and students with SEND often before they join the academy in Year.

The Academy SENCo actively seeks to fully engage them in the education process seeking their views and advice both at formal reviews and throughout a student's time at Plympton Academy.

Parents can also access Plymouth Information, Advice & Support for SEND for external, impartial advice at any time: www.plymouthias.org.uk

The Early Help Assessment Tool (EHAT) is a multi-agency approach which is used to support those students who are facing challenges.

Students are involved in planning and review meetings as appropriate. Their views may be sought in advance via a learning mentor.

If concerns persist, the parents may refer to the Head of Year and thereafter to the Principal or representative.

Where difficulties are still unresolved, the complaint will be considered by the Governing Body. Any formal complaints should be made through the Complaints procedure as detailed on the academy website: www.plympton.academy