



Holbrook Academy

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEN/D) POLICY

Date Approved	Governing Body	8 th July 2015
Signed	Tim Fenton Chair of Governors	
Minuted	8 th July 2015	
Date of Next Review	Quality and Monitoring Committee	Autumn term 2016
	Governing Body	

SENCO (Operations) : Mr Sean Wright

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Legislative framework:

Holbrook Academy SEN/D policy for young people with special educational needs or disabilities is governed and informed by the statutory framework set out in:

- Education Act 1996
- SEN Code of Practice 2015
- Education Act 2002
- Education and Inspections Act 2006
- Education and Skills Act 2006
- Equality Act 2010
- Care Act 2015
- Children & Families Act 2014

This policy takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010. It can be made available in large print or other accessible format if required. It applies wherever staff or volunteers are working with pupils even where this is away from the Academy, for example at an activity centre or on an educational visit.

CONTENTS

1	Principles	page 4
2	Definitions	page 4
3	Support for SEN/D	page 5
4	Resources and deployment	page 6
5	Student support Plans	page 7
6	Statutory assessments EHC plans	page 7
7	Welfare and examinations	page 7
8	Record Keeping	page 8
9	Monitoring, Evaluation and Review	page 8

Personnel

SENCO : Mrs Felicity Law

SENCO (Operations) : Mr Sean Wright

1. PRINCIPLES

- 1.1 Every teacher within the Academy is a teacher of students with Special Educational Needs. Teaching students with SEN/D is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes into account the wide range of abilities, aptitudes and interests of students. The majority of students will learn and progress within these arrangements. However, for students with special educational needs and/or disabilities there may be the need to provide an enhanced level of provision that supports and enhances their learning abilities. The Academy offers students support through a range of specific interventions according to needs identified at the relevant level of SEN/D.
- 1.2 At the Academy we have a number of staff who are able to work specifically with students who are identified as having physical disabilities and/or specific learning difficulties. These staff members will liaise with parents, teaching staff and outside agencies to remove barriers from the student's learning. In developing the personalised programme for students with disabilities we will work with parents, relevant agencies and the student to create the best possible balance between full integration in the curriculum and wider learning and social opportunities at the Academy and the specialist provision needed to meet the physical care and social need arising from the disability. Our building allows access to every area of the curriculum and within each classroom we have the facility to install specialist desks that can be altered in height. The school is equipped with disabled toilets and self cleaning facilities for personal care.
- 1.3 The Academy's approach to SEN and learning disabilities will operate within the following five principles:
- a child with SEN/D should have their needs met;
 - the needs of children with SEN/D will normally be met in mainstream schools or settings;
 - the views of the child will be taken into account;
 - parents have a vital role to play in supporting their child's education; and
 - children with SEN/D will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum.
- 1.4 The Academy and the Governing Body of the Academy will act in accordance with Annex C of the Academy Funding Agreement.

2. DEFINITIONS

- 2.1 **Special Educational Needs:** Children have SEN if they have a learning difficulty which calls for special educational provision to be made for them.
- 2.2 **Learning difficulty:** Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Education Authority.

2.3 **Special Educational Provision** means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority, other than special schools, in the area.

2.4 **SEN Coordinator (SENCO)**: This is a member of staff in the Academy who has responsibility for monitoring and quality assuring the SEN/D provision in the Academy. The SENCO has responsibility for the co-ordination of SEN/D provision, supported by the SENCO (Operations), who is responsible for the day to day provision.

2.5 The responsibilities of the SENCO include;

- Strategic overview of and the implementation of the SEN/D Policy;
- The day to day leadership and management of SEN/D;
- Quality assurance of SEN/D provision across the curriculum;
- Tracking the progress of SEN/D students;
- Strategic leadership and direction for the Student Support Department.

2.6 The responsibilities of the SENCO (Operations) include:

- Overseeing the day-to-day operation of the Academy's SEN/D policy;
- Liaising with and advising fellow teachers;
- Managing the SEN/D team of teachers and learning support assistants;
- Co-ordinating provision for students with SEN/D;
- Monitoring provision for students with SEN/D through regular feedback from colleagues and parents and meetings as necessary;
- Overseeing the records on all students with SEN/D;
- Liaising with parents of students with SEN/D;
- Contributing to the in-service training of staff;
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies; and
- Co-ordinating the responsibilities in Annex C of the Academy Funding Agreement.

3. SUPPORT FOR SEN/D

- 3.1 Students whose needs require additional support to that provided by the academy through its differentiated schemes of work are placed on the register and will require a proportionately greater individual investment. These may be managed within conventional learning groups or within specific sets in some departments. Some sets have smaller numbers of students to allow for this. Some students may work individually with support staff or teachers in some circumstances.
- 3.2 All teachers have access to support from:
- SENCO and SENCO (Operations)
 - Specialist TA staff who support Maths and English
 - Heads of Department and Subject (for general curriculum advice); and
 - Form Tutors (for advice on students' background).
- 3.3 The SENCO (Operations) liaises with feeder primary schools. Transfer data on Special Needs is identified and the SENCO (Operations) liaises directly with primary schools that have students transferring with either an EHC plan or if the student has been placed on the feeder primary register of SEN. If a student is known to have SEN/D when they arrive at the Academy, the SENCO (Operations), literacy and numeracy coordinators, departmental and pastoral colleagues should:
- use information from the student's primary school to provide starting points for the development of an appropriate curriculum for the student
 - identify and focus attention on the student's skills and highlight areas for early action to support the student within the class
 - ensure that ongoing observation and assessment provide regular feedback to all teachers and parents about the student's achievements and experiences, and that the outcomes of such assessment form the basis for planning the next steps of the student's learning
 - ensure that appropriate informal opportunities for the student to show what they know, understand and can do are maximised through the pastoral programme
 - involve the student in planning and agreeing targets to meet their needs.
 - involve parents in developing and implementing a joint learning approach at home and in school.
- 3.4 On admission to the Academy, all students in Year 7 are assessed via a series of tests of non-verbal reasoning, spelling, reading and numeracy. Information is collated from feeder Primary Schools and used to create support plans for

individual students appropriate to their needs. Students with very low reading age are given additional diagnostic testing administered by a member of the SEN/D department. Students receiving support are tested at the beginning of each academic year for their reading age to assess progress and effectiveness of Special Needs and Literacy Strategies. The difference between their reading age and chronological age is calculated. Students whose difference indicates a lag of 2.5 years or over are identified for additional support and remediation strategies for this will change from year to year.

3.5 Data on needs is managed by the SENCO (Operations) and disseminated within Departments. All data and the register is maintained centrally by the SENCO (Operations) and overseen by the SENCO. Review of the register is carried out annually.

3.6 **SEN Register**

Students are placed at this level on the register if additional strategies are needed which are not covered by the differentiated departmental schemes of work and wave 1 (quality differentiated first teaching). Students in lower ability groups who are working to the scheme of work followed by the teacher are NOT TO BE PLACED ON THE REGISTER. The annual review process of students placed at this level is carried out by reaching a mutual agreement between Tutors, the SENCO (Operations) and teachers on those students who will be identified as on the register.

Teaching staff, the SENCO and the SENCO (Operations) review students' status to identify whether:

- Students have made progress and can be removed from the register; or
- Students have not made progress and should remain at this level, or if there is cause for concern initiate further provision. Wave 2 support may be given and where appropriate outside agency provision is used to further support identified needs(wave 3) If necessary, the SENCO (Operations) collects evidence of student's difficulties and requests that the LA considers issuing an Education, Health and Care plan. (RSA – Request for Statutory Assessment).

3.9 **Education, Health and Care plan (EHC)** An EHC plan has now replaced the Statement of Special Educational Needs. Through this plan the SENCO and the SENCO (Operations) may be asked to set up special arrangements for the student. (Wave1, 2, 3 as appropriate) Class teachers are asked to liaise closely with the students, the SENCO (Operations) and SEN Teaching Assistants, to make the curriculum more accessible to the student. Students and parents will be a vital part of the target setting and review process set up to monitor and manage the student's needs. Progress will be monitored through termly meetings where all stake holders can make informed decisions about the type of support most appropriate for the individual student and set future targets.

3.10 Parents are kept informed by the SENCO (Operations) on the status of their child on the register and are encouraged to be active partners in the support of their child's education. Consultations with parents are made on normal Parents'

Evenings, and by telephone. Parents/carers are informed by post if their child is on the school's SEN/D Register annually in the Autumn Term.

4. RESOURCES AND DEPLOYMENT

4.1 The Academy can adequately accommodate students with most needs.

4.2 The Student Support Department is currently situated in one area of the academy's main building but with small group intervention taking place in the LRC, Student Success Centre and other classrooms.

5. EHC AND STUDENT SUPPORT PLANS

5.1 If the parents and the Academy decide that a student should apply for an EHC assessment the Academy will work with the parents and other agencies if appropriate in order to employ strategies to assist progress. Students who require support either through an EHC plan or who have been placed on the SEN register will have a student support plan (IEP and Student Passport). Students, parents and all associated professional staff will contribute to the focus, aim and content of the plan. Strategies will include:

- the short term targets set for or by the student;
- the teaching strategies to be used;
- the provision to be put in place;
- when the plan is to be reviewed;
- success and / or exit criteria; and
- outcomes (to be recorded when the plan is reviewed).

5.2 Student plans will be reviewed regularly by key workers and amended annually or termly after the review meeting.

6. STATUTORY ASSESSMENTS OF SEN

6.1 **EHC plans):** The Academy (as well as the parents) can ask the LA to arrange an Assessment of the student. The Academy will always consult with parents before exercising this right. If the LA refuses to make an Assessment, the parents (but not the Academy) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).

6.2 **Provision under the EHC plan:** Where a prospective student has an EHC of SEN/D, we will consult the parents and, where appropriate, the LA to ensure that the provision specified in the plan can be delivered by the Academy. We will co-operate with the LA to ensure that termly reviews of EHC plans are carried out as required.

7. WELFARE AND EXAMINATIONS

7.1 **Welfare needs:** The Academy recognises that students with special educational needs or learning difficulties may be at risk of being bullied. The Academy has

an anti-bullying policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

- 7.2 **Concerns and complaints:** We need to know immediately if your child's progress or behaviour causes you concern so that we can devise and agree a strategy with you and carry it out. We aim to resolve all complaints informally but parents who have a complaint about SEN/D provision should refer to the Academy's complaints procedure.
- 7.3 **Examinations:** Children who have been diagnosed as having SEN/D may be eligible to apply for extra time to complete internal examinations and public examinations. You are asked to liaise with your child's tutor in good time with respect to this.

8. RECORD KEEPING

- 8.1 Primary schools are required to transfer to secondary schools records for all students within 15 school days of students ceasing to be registered at the school. The Academy will make full use of this information in determining the provision for students with learning difficulties or SEN/D.
- 8.2 The SENCO (Operations) has responsibility for ensuring that records are properly kept and available as needed.

9. MONITORING, EVALUATION AND REVIEW

- 9.1 The Governing Body will, on at least an annual basis, consider and report to parents on the effectiveness of the Academy's work on behalf of children with SEN/D. They may wish to consult support services used by the Academy, other schools and parents. The governing body will advise the Academy as to whether any amendments to the policy are required.
- 9.2 The governing body will continue to monitor the success of the education of pupils with SEN/D by comparing their examination success at KS4 with the overall cohort.
- 9.3 Any member of staff may formally express concern and inform Mr Sean Wright about a student and request a review. Student reports allow the tutor to identify lack of progress. Through regular assessment the subject teacher is able to assess the effectiveness of the learning strategies provided for any student and may adjust the provision accordingly. At regular points throughout the year staff are required to review all the students on the register and the level of provision offered.
- 9.4 The SENCO (Operations), Form Tutors and Teachers will liaise with parents and inform them of progress against stated needs. Parents have the right to express concern over provision which in the first instance will be dealt with by the Form Tutor.