

SEND Policy

SOUTH AXHOLME ACADEMY



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1 Aims

- To fulfil every student's entitlement to support by the provision of a service for the whole academy.
- To enable all students to participate in the life and work of the academy to the best of their abilities, whatever their needs.
- To facilitate the integration of students with special educational needs and/or a disability via appropriate teaching methods, classroom management and physical access to the curriculum.
- To ensure that the necessary provision is made for any student who has special educational needs and/or a disability, whether these be physical, educational, social, emotional/ behavioural or needs resulting from issues concerning gender, race and religion.

2 Inclusion Statement

South Axholme Academy is committed to the development of inclusive practice.

We seek to enable all students to participate in the life and work of the academy to the best of their abilities, whatever their needs.

We seek to fulfil every student's entitlement to support by the provision of a service for the whole academy.

We seek to facilitate the integration of students with additional and exceptional learning needs via appropriate teaching methods, classroom management, and physical access to the curriculum.

We seek to ensure that the necessary provision is made for any student who has additional and exceptional learning needs.

3 Access Statement

Access to the curriculum is achieved either through differentiated provision or is delivered by specialist staff whose work is supported by Assistant Teachers.

Assistant Teachers play a vital role in supporting students both inside and outside the classroom and by encouraging our students to be as independent as possible.

Every effort is made to ensure that all students have full access to all classrooms and all equipment.

Every effort is made to ensure that all students have access to every part of the academy buildings and grounds.

The academy has an Access Plan which aims to identify and address issues relating access in the short-term, medium-term and long-term.

4 General Information

- Special Needs Coordinator - Mrs Rachel Parks
- Admission Arrangements for Students with Special Educational Needs/Disabilities

Normal procedures apply for pupils with special educational needs and/or disabilities. Parents are welcome to visit the academy before admission to discuss the provision for students who have special educational needs/disabilities with the Principal and/or the Special Needs Coordinator.

- Facilities for Disabled Students and Visitors

The academy has ramps leading up to the majority of outside doors and an automatic door has been installed in the main entrance.

There is a lift in Main Block and there are two disabled toilets.

In the main academy car park there is a designated disabled parking space.

There is high viz warning tape around the academy particularly on steps and stairs.

The fire alarm is linked to flashing lights.

- Specialist Staffing to Support SEN

SENCO - Mrs Rachel Parks

8 Assistant Teachers (5 full time and 2 part-time) working throughout the academy.

Some support teaching is also provided by teachers from other departments.

SEN Support where possible takes place in designated classrooms known as the Study Centre.

- SEND Governors

Two members of the academy's governing body are linked to the SEN Department in order to develop a better understanding of the academy's SEND policy and procedures on behalf of the Governors.

5 SEND Principles

The Children and Families Act 2014 specifies that schools, academies and colleges must use their best endeavours to ensure that special educational provision is made for those who need it.

Schools, academies and colleges should know precisely where students with SEN are in their learning and development. They should:

- ensure decisions are informed by the insights of parents and those of students
- have high ambitions and set stretching targets for them
- track their progress towards these goals
- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development and
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress

The academy believes that high quality teaching that is differentiated and personalised will meet the individual needs of the majority of students. However, some students will need educational provision that is additional to or different from this.

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from Assistant Teachers or specialist staff.

The SEN Team will provide interventions that are additional to or different from the academy's differentiated curriculum. These may be short-term or longer term depending upon the need.

6 Identification, Assessment and Provision for Pupils with SEND

The special educational need and disability code of practice: 0 to 25 years (May 2015) provides practical advice to schools/academies and Local Education Authorities with regard to carrying out their statutory duties to identify, assess and make provision for students with special educational needs and/or disabilities.

At South Axholme Academy the provision for students with special educational needs and/or disabilities is viewed as a whole academy responsibility with the Governing Body, the Principal, the Special Needs Coordinator, the SEN Team and all other members of staff all having important operational responsibilities.

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN.

- 1 Students with special educational needs and/or disabilities are identified through a variety of processes which go on throughout their academy career:
 - at transfer via liaison with feeder schools and parents
 - teacher referral
 - parental referral
 - self-referral
 - agency referral

2 A student's needs may be gauged via a range of standardised and non-standardised assessment tools:

- Cognitive Abilities Tests
- Online Literacy Assessments
- Reading, spelling and numeracy tests
- Psychometric tests
- Lesson observations
- ASET toolkit

3 In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the academy about the student's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and assessment materials.

This information gathering should include an early discussion with the student and their parents. Parents and student will be informed about the local authority's information, advice and support service.

Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the student and their parents. This should then help determine the support that is needed and whether it can be provided by adapting the academy's core offer or whether something different or additional is required.

If as a result of these assessments it is decided to provide something additional to and different from the normal differentiated curriculum the student will be placed at SEN Support for the duration of the intervention. Parents/guardians and the student will always be involved in the decision-making process.

4 The school recognises that a student's individual needs are on a continuum that may require a graduated response and may change over time. In meeting these needs the role of the SEN Team is to:

- Assist with the provision of high-quality differentiated teaching and learning,
- Support students in mainstream classrooms through the work of Assistant Teachers,
- Deliver programmes targeted at the needs of individual students,
- Ensure students have appropriate access arrangements for tests and examinations that reflect their normal way of working.
- Provide information concerning students who are known to have special educational needs/disabilities to help with planning and differentiation.

5 The progress of students with individual needs is monitored in line with the academy's Assessment, Recording and Reporting Policy.

In addition, at a departmental level records are kept by the SEN Team with regard to in-class support and targeted interventions. Programmes are reviewed for impact, progress against targets and updated accordingly.

6 The majority of students with special educational needs or disabilities will have their additional needs met within the provision of SEN Support. However, some young people may require an Education, Health and Care Plan to secure the best possible outcomes for them.

The purpose of an Education, Health and Care Plan is to ensure that the special educational provision for a young person meets his/her special educational needs across education, health and social care and, as they get older, prepare them for adulthood.

There is an Annual Review of each Education, Health and Care Plan. All teachers and agencies involved are asked to contribute along with parents/guardians and then a meeting is held to discuss, review and update the Statement or Education Health and Care Plan. Parents/guardians are invited to attend all review meetings.

7 Partnership with Bodies outside the Academy

1 Partnership with External Agencies

The academy is able to seek support from a range of external agencies including:

- Educational Psychology and Specialist Teaching Team
- The Support Service for Pupils with Autistic Spectrum Disorders
- Education Service for Hearing & Vision
- The Speech and Language Therapy Service
- The School Nursing Service
- Occupational Therapy and Physiotherapy Services
- Traveller Support Service – Diversity Team
- English as an Additional Language
- Medical Authorities
- Social Services
- CAMHS

2 Partnership with other Educational Establishments

The academy has links with other educational establishments in order to provide a more personalised/appropriate placement for a pupil if the need arises on a full time or a part time basis.

Alternative Providers include but are not limited to Coritani, Home Tuition Service, The Darley Centre, 7KS, Haxey Study Centre and First Class Training Solutions.

If required Inclusion Links with other schools such as St Hugh's Special School and Demeter House can be set up.

The academy will work with other educational establishments where a transition is required to ensure continuing support and good quality provision.

3 Partnership with Voluntary Organisations

The academy is aware of a range of voluntary organisations who can be contacted for information, advice and support relating to special educational needs.

8 Staffing, Experience, Qualifications and in-service training

1 Staff Experience and Qualifications in the Area of Special Educational Needs

The Special Needs and Disabilities Coordinator holds the NASENCO award and is registered with The British Psychological Society on the Register of qualifications in Test Use.

In addition, a large proportion of the staff have many years' experience in teaching students with special educational needs.

2 Special Educational Needs In-Service Training

The Special Needs Co-ordinator and the SEN Team attend appropriate courses to update their working knowledge of policy, procedures and developments relating to the education of pupils with special educational needs and disabilities.

Whole school staff and departmental training takes place as part of the programmes developed for Staff Training. During the last academic year there was whole staff training focusing on 'reasonable adjustments' and supporting literacy difficulties in the classroom. The focus for this year is supporting students who present with concentration difficulties.

Assistant Teachers are encouraged to attend appropriate courses and have completed external training on emotional wellbeing and precision teaching during the previous academic year.

9 Evaluation the effectiveness of the SEND Policy

The effectiveness of the SEND Policy is measured by the outcomes for individual students across the normal differentiated curriculum and against targeted interventions.

10 Complaints Procedure

The Academy's Complaints Policy can be accessed via the website.

Under the terms of the Education Act 1981 the name of the member of staff having responsibility for the academy's arrangements for identifying and meeting the special educational needs of pupils is Mrs R Parks. The name of the Academy Governor designated to have oversight of this aspect of the academy's work is Mrs S Smyth.

11 Document Control

Contact	R Parks
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