



SPECIAL EDUCATIONAL NEEDS (SEND) POLICY

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| Ratified by Governors/Principal: | Freebrough Academy Council |
| Current ratification date: | Autumn 2016 |
| Review frequency: | Two years |
| Next review date: | Autumn 2018 |
| Responsibility of: | Helen Porter |

RATIONALE

Freebrough Academy is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and enables them to be fully included in all aspects of Academy life.

The Academy as a learning community is committed to ensuring success for all. This means that in all work with young people we will aim to ensure that they:

- Achieve their academic potential and enjoy their learning in a safe and supportive environment
- Can make a positive contribution to the Academy, the community and the wider world

We believe that all children and young people should be equally valued in the Academy. We will strive to eliminate prejudice and discrimination and to develop a culture and ethos where all children can flourish and feel safe.

Freebrough Academy is an inclusive community. Part of the Academy's strategic planning for improvement is to develop cultures, policies and practices that include and personalise provision for all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, difficulty, disability, attainment levels and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Girls and boys
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Learners who are identified as having a disability
- Those who are gifted and talented
- Those who are looked after by the local authority
- Any learners who are at risk of disaffection and exclusion
- Learners who are in receipt of free school meals, or who have been in the last six years

This policy describes the way we meet the needs of children and young people who experience barriers to their learning and the steps we take to remove those.

We recognise that students learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our younger students, for whom maturity is a crucial factor in terms of readiness to learn in a secondary Academy environment. We believe that many students, at some time in their Academy career may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Freebrough Academy we aim to identify these needs as they arise and provide teaching and learning contexts, which enable every child to achieve his or her full potential.

Freebrough sees the inclusion of children identified as having special educational needs as an equal opportunities issue and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

The Assistant Principal responsible for SEND is Mrs Helen Porter, who also takes the lead role in relation to inclusion, and as a member of the SLT, reports regularly to the group on this area.

The SEND Governor is Ms Asma Shaffi

The SENDCO is Mrs Joanne Hutchcraft and she takes a lead role in developing our provision and support for SEND students across the Academy.

OBJECTIVES

1. To ensure the SEND Code of Practice: 0 – 25 years September 2014, the Disability and Discrimination Act 1995 and the guidance in Removing Barriers to Achievement 2004 are implemented effectively across the Academy.
2. To ensure equality of opportunity and to eliminate prejudice and discrimination against children with special educational needs.
3. To continually monitor the progress of all students, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum* through differentiated planning and provision by class teachers, SENDCo, and support staff as appropriate. (*Except where disapplication, arising from an EHC plan occurs. Disapplication is very rare, and we aim to offer the full curriculum to all our students.)
5. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those students recorded as having SEND.
6. To ensure that students with SEND are perceived positively by all members of the Academy community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of the children and young people who live in our catchment area.
8. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social and emotional independence.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children and young people themselves in planning and in any decision-making that affects them.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Freebrough Academy recognises that all young people have learning and/or behavioural needs and that for some these individual needs become special educational needs. Whilst it is recognised that young people with SEND are not a readily defined and discrete group, for the purposes of its policy Freebrough adopts the legal definition provided by the 1996 Education Act:

“A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.”

The SEND Code of Practice says a child has a learning difficulty or disability if he or she:

- a) Has a significantly greater difficulty in learning than the majority of young people of the same age.
- b) Has a disability, which either prevents or hinders the child from making use of educational facilities of a kind provided for young people of the same age in academies and in post-16 provisions within the area of the Local Authority.

Special educational provision means:

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools or mainstream post-16 provision.

Freebrough recognises that there is a continuum of special educational needs, which should be reflected in a continuum of provision, and that good practice in special needs goes to the very core of excellent learning and teaching.

Only in a small minority of cases will a child have special educational needs of a severity or complexity, which require an EHC plan.

The 1996 Education Act (Section 32) says:

“A child is not to be taken as having a learning difficulty solely because the language (or form of language) in which he is or will be taught is different from a language (or form of language) which has at any time been spoken in his/her home.

Neither does the exceptionally able nor gifted child fall into the remit of special educational needs. The Academy recognises that these young people have their own needs, which are addressed separately. We also recognise that children and young people may have special educational needs in some areas of their learning and be identified as gifted and talented in others.

We recognise that children and young people with certain learning and behavioural needs are classed as experiencing a disability.

Tackling bullying of children with SEND - Guidance for schools on tackling bullying involving children with SEND was published in May 2008 and the Academy will follow this guidance when we suspect bullying of a child or young person with SEND is suspected and to minimise the risk of this type of bullying.

SCOPE OF THE POLICY

This policy applies to all young people in Freebrough Academy who have additional or special educational needs. The policy applies equally to all students and their families whatever their gender, ethnic origin, home language, religion, disability or social circumstances.

This policy also has implications for all our partners in the SEND process, e.g. partner schools and academies, our governing body, parents/carers and statutory/voluntary agencies.

RESPONSIBILITIES

The Governing Body will use its best endeavours to ensure high quality education and support for all. There is a nominated Governor with specific responsibility for SEND. Freebrough Academy recognises that all staff will work with young people with SEND and that all teachers are teachers of those with special needs. This work is led by the Assistant Principal for SEND and the Special Education Needs Coordinator (SENDCo) who will work closely with the nominated Governor and staff.

THE ROLE OF THE ASSISTANT PRINCIPAL FOR SEND WITHIN THE ACADEMY IS TO BE RESPONSIBLE FOR:

The strategic oversight of the development SEND Policy and measuring impact and will work with the SENDCO to:

- Liaise with and advise Academy staff, giving clear guidelines for procedures when needs are identified
- Coordinate provision for students with SEND
- Maintain the Academy's SEND register and oversee records of all young people with SEND
- Liaise with parents of young people with SEND
- Contribute to in-service training of staff
- Liaise with external agencies including the Educational Psychology Service and other SEND support services, medical and social services and voluntary bodies
- Consult with SENDCOs from other schools and academies to ensure effective use of resources and the dissemination of good practice
- Manage a range of resources, human and material, including Individual and Group Education plans linked to young people with special educational needs
- Provide support and advice to colleagues
- Monitor and evaluate the special needs provision and reporting to the Governing Body on the progress of students with SEND

The Principal has delegated the responsibility for the overall management of all aspects of the Academy's work including provision for young people with special educational needs to the Assistant Principal for SEND. The SENDCO is responsible for the day-to-day management and Implementation of this policy. The Assistant Principal for SEND and the SENDCO will keep the Principal and Governing Body fully informed.

The dedicated budget will be reviewed annually.

STATEMENT OF PRINCIPLES AND VALUES

The principles and values within Freebrough's policy are underpinned by the Government's four broad aims for SEND:

Promote high standards of education for young people with SEND.

Encourage young people with SEND to participate fully in the Freebrough community and take part in decisions about their education.\

Work with other statutory and voluntary bodies to provide support for young people with SEND.

For young people with special educational needs, the key principles underpinning this vision and through which the above aims are to be met are:

- Early intervention
- Promoting inclusive education
- Partnership with parents/carers
- Promoting high expectations
- Equality of opportunity
- Sharing responsibility
- Continuum of high quality provision
- High quality trained staff
- Procedures, which are clear and effective
- Monitoring, review and evaluation
- Partnership with young people

EARLY INTERVENTION

Freebrough recognises that the early identification of a child's special educational needs together with appropriate multi-disciplinary intervention should reduce the need for more intensive support later in the child's life. In working towards this principle Freebrough will ensure that:

- The SENDCO works closely with primary colleagues on transition
- Every consideration will be given to the views of parents/carers in the assessment and decision making process. Young people with special educational needs will also be consulted whenever possible.
- Procedures for inter service and cross agency referrals will be actively used and reviewed regularly

PROMOTING INCLUSIVE EDUCATION

Freebrough believes that inclusive education is a human right, is good education and makes good social sense. It is recognised that inclusion is a process requiring collaborative input from academies, schools, parents/carers, local authority support services, other agencies and the broader community.

Every student experiencing Special Educational Needs will have the barriers to achieving their potential identified and addressed by:

Wave 1 - Quality First Teaching

Quality teaching and provision begins in the classroom. Freebrough Academy is committed towards high quality teaching. We are affiliated with the Teacher Effectiveness Enhancement Programme (TEEP), a "model of effective teaching and learning drawn from research and best practice". For each student with a special educational need, a personalised strategy sheet is provided to all his or her teachers. This details specific strategies that have proven most effective for supporting those with different special educational needs. The strategy sheet is compiled using advice given from specialist professionals such as the Educational Psychologist, CAMHS or Specialist Teaching Service. These are then personalised to make them relevant to each individual and are structured around the TEEP model to promote high quality teaching for SEND students.

Wave 2 - Progress Groups - Targeted Support

For those needing further support, we offer a mainstream 'Progress Group'. Each year group (Y7-11) has a 'Progress Group'. This is a smaller class of 10-12 students with a learning support assistant assigned to the group. The group access a modified curriculum based on enhancing skills and closing the gap of attainment. A basic literacy and numeracy theme is embedded across the curriculum, with additional intervention in literacy and numeracy recovery where appropriate. A constant group of 'champion SEND teachers' lead the progress groups and help to drive high quality teaching of SEND students across the academy.

These places are based on individual needs. Meetings and liaison with primary schools help identify those students requiring Y7 placements. In line with the new SEND Code of Practice i.e. "assess, plan, do and review"; this is then reviewed half-terminly using the school's regular 'Assessment Points'. Further assessment such as CAT assessment and NFER reading and numeracy tests are then used to evaluate impact, monitor progress and identify the students needing access to the progress groups across all year groups. This is in addition to advice and feedback from professional agencies and support.

Wave 2 – Transition Group – Targeted Support

For some students who have not attained expected progress at the end of KS2, we provide an enhanced transition package to facilitate their progress. These students access mainstream but also work in a small group with a particular focus on literacy and numeracy to address skill deficits. This is designed to enable them to access the secondary curriculum effectively and accelerate progress.

Wave 2 – Reading Recovery – Targeted Support

Students complete the NFER National Group Reading Test twice per year. The results are analysed and for those students who are significantly behind in their reading age, access to a Reading Recovery programme could be put in place. Small groups of between four and six access this for six months. Here, the learning focuses on improving phonic application and awareness, sight frequency enhancement and comprehension. Students are then tested again and results are analysed and provision is reviewed.

Wave 3 – Breakthrough Provision

Where Wave 1 and Wave 2 support have not had the desired impact, or where it is deemed inappropriate provision for an individual, access to a learning environment outside of the typical classroom is provided. These students access our on-site alternative learning provision within the Academy on the 3rd floor called 'Breakthrough'. Our mission in Breakthrough is to provide high quality teaching and learning so that all students who access the provision make good and outstanding progress.