



SEN Policy

Signed: J. Buckingham Principal



SEN Policy

This policy is written in accordance with the statutory requirements set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (June 2014) on the Identification and Assessment of Special Needs and reflects the whole Academy aims.

Philosophy

St Luke's Academy values the contribution that every young person can make and welcomes the diversity of culture, religion, strengths and needs. The Academy seeks to raise achievement, remove barriers to learning and increase curricular access to all, allowing them to make the most of their potential, in learning and in their personal, career and social lives. All students with SEN are valued, respected and equal members of the Academy.

This policy is in keeping with the Academy's aims, and its teaching and learning policies. St Luke's is committed to a policy of inclusion, one in which the teaching, learning, achievements, attitudes and well-being of all students matter. The culture, practice, management and deployment of the Academy's resources are designed to ensure students' needs are met.

Our overall aim is for all our students and young people to reach their full potential in a supportive environment that prepares them well for adult life.

The provision for students with SEN is a matter for the whole Academy, with all teachers, the Governing Body, Principal, Special Educational Needs Coordinator (SENCo) and all members of staff having important responsibilities.

Objectives

- To promote a positive, supportive and secure environment.
 - To ensure that the culture, practice management and deployment of resources are designed to meet the needs of all students
 - To create a sense for all students that they are valued
 - To enable students to maximise their achievements.
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- To ensure the needs of students are offered full access to a broad, balanced and relevant curriculum.
- To work in partnership with parents/carers to enable them to make an active contribution to the education of their student.
- To ensure the views and wishes of every student are considered within meetings and SEN decision making processes.

The SENCO is responsible for:

- Overseeing the day to day operation of the Academy's SEN Policy
- Co-ordinating provision for students.
- To Liaise with and advise all staff within the academy.
- Overseeing the records of all students.
- Liaising with parents/carers of students.
- Contributing to the in-service training of staff.
- Liaising with all SEN based external agencies including social services.
- Understanding and implementing the statutory requirements of SEN including the Code of Practice.

Admission Arrangements

The Local Authority names St Luke's as a suitable Academy for individuals with an EHCP which has SEMH as the student's Primary need.

Number of Students with SEN

All students at St Luke's have an EHCP for Social, Emotional and Mental Health needs as well as other underlying needs.

Academy Responsibilities

Curriculum Entitlement

All students will have access to a broad and balanced curriculum, which will include the National Curriculum. Our students are however; routinely exempted from the requirement to study a modern foreign language and this extra teaching time is routinely used to improve literacy skills.

Our students are taught in small classes. Each class has a full-time dedicated Teaching Assistant. This enables all teaching staff to design and implement teaching programmes, considering the needs of individual students in their lessons.

There is full time SENCO in post who is supported by a SENCO admin.

The Governing Body is ultimately responsible for ensuring that students receive the curriculum to which they are entitled.

Allocation of Funding to and Between Students with SEN

The Special Needs budget is used to facilitate small classes with their own Teaching Assistant, along with resources, where necessary, to adapt the Academy environment in order to allow all students to access the curriculum.

All our staff are specialists in SEMH. They have a professional duty to be up-to-date, not only in all aspects of SEMH, but also in meeting the additional needs that our students present.

We are committed to the development of personalised learning programmes, recognising differences in individuals' learning styles.

We believe it is essential that students who are having difficulty acquiring learning skills are supported appropriately whilst still promoting their independent learning.

Policy on SEN for Staff

Whole staff training in SEN is identified and met through targeted delivery. SEN training sessions are organised as required to meet the current needs of staff and are led by the SENCO, another member of staff or by an appropriate outside agency. Outside agencies will be invited to attend external courses as a part of their professional development.

The SENCO should attend the WHF SEN meetings/training sessions which are usually held termly.

Curriculum

Awareness of Standards of Achievement of Individual Students

St Luke's staff will monitor the standard of achievement of individual students through:

Teacher Observation and Marking of Work

- Assessment records of all curriculum subjects
- SAT's/Transition data and assessment
- Y7 LASS screening tests and reading and spelling baseline
- Late entrants screening
- Repeat testing for students as appropriate
- Writing and reviewing the Impact of Intervention document, as appropriate in a timely fashion.
- Annual Reviews, yearly, involving staff, students, parents and external agencies.

Identification, Assessment and Intervention

St Luke's Academy models its approach on the guidelines given in the SEN Code of Practice (2014).

Our students will have EHCPs on account of identified Social and Emotional Mental Health. The EHCPs may also describe other kinds of additional needs. Our provision is designed to meet the requirements of these EHCPs.

1. If a teacher identifies a student as having an additional learning difficulty, the subject leader devises interventions additional and different from those provided as part of the Academy's usual differentiated curriculum. Subject Teachers remain responsible for working with the student on a weekly
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basis, but the Subject Leader will liaise with the Academy's SENCO to plan and deliver an educational programme to meet the needs of the student.

SENCO can take the lead in:

- Planning future interventions for the student both in class and withdrawal, in discussion with colleagues.
- Monitoring and reviewing the action.

2. If the Special Education Need (SEN) requires further investigation or advice to meet the needs of the student, the SENCO, in consultation with teachers and parents/carers asks for help from external agencies.

Teachers and SENCO are provided with advice and support from outside specialists.

The SENCO takes the lead in:

- Any further assessment of the student
- Planning future interventions for the student in discussions with colleagues.
- Monitoring and reviewing actions.

3. All our student have been assessed by the borough together with outside agencies and our academy because they have all have an EHCP for SEMH. Some students have other SEN issues also raised in their EHCPs. The SENCO and SLT implement these statements within the Academy through:

- Monitoring and reviewing progress – including the holding of an Annual Review Meeting.
- Transition to college- representation from receiving colleges at reviews
- Plan future intervention as necessary.

If at any point it considered that a student is unable to access the National Curriculum after considerable internal and external intervention, then the Principal /SENCO will, in consultation with parents/carers, request an alteration in the statutory assessment of the student's needs (will request that a statement of EHCP is altered).

Gifted and Talented Students

Identification

All staff will share the responsibility of recognising and recording the strengths of students. Achievement and attainment will be recorded through the Academy assessment procedures and tracking system. Where students show a particularly significant area of ability or talent an identification sheet will be completed and shared with staff.

Teaching and learning

Curriculum planning is always differentiated to meet the learning needs of all students. This planning includes meeting the individual needs of gifted and talented students. We may make additional provision for students in their areas of ability or talent by:

- Providing individuals with opportunities and experiences additional to the usual Academy curriculum
- Providing integration links to mainstream Academies
- Liaising with mainstream colleagues and cluster co-ordinators to make links with mainstream activities
- Moving the student to a different class group for certain areas of the curriculum
- Providing individual mentoring or guidance with an appropriate member of staff
- Providing guidance on additional work or self-study for the student
- Working with providers from outside the Academy to secure additional learning opportunities (sports, arts)
- Participating in local events such as art exhibitions, sporting and/or drama events
- Providing personal and pastoral support to students

Management of provision for more able, gifted and talented students

All adults in school have a responsibility for gifted and talented students. It is the responsibility of every teacher to provide an appropriate curriculum for more able, gifted and talented students in their classes.

Parent Partnership

The aim is to develop a partnership where professionals and parents work together in the best interests of the student. St Luke's Academy recognises that positive attitudes, sharing of information, procedures and awareness of needs are all important. The views and wishes of the student are also considered.

Parents are fully involved in the Academy-based response for their student, and we will ensure they understand the purpose of any intervention and any subsequent programme of action.

The Academy has a comprehensive Impact of Intervention Document which is revised and updated at regular intervals throughout the year. The SENCO and teachers will be available to discuss, monitor and review a student's progress at the Academy Consultation Days and by appointment at other times should a parent wish.

During any time, when involving external agencies, the parents will be given as much help, advice and support as possible. We also formally report to parents once a year through the annual written report.

Whenever a specific concern is mentioned by a parent, it is investigated and discussed with parents/carers. The Academies Complaints Policy states

complaints from parents will be dealt with in the first instance by the Subject Teacher/Tutor, then, if necessary, by the SENCO/Principal /SEN Governor.

Relationships with Outside Agencies

The Academy has access to and receives support from Swindon Special Education Needs Support Service, including Parent Partnership Services (SENDIAS), Educational Psychologists, SPLD Advisors and Teacher Advisory Services.

The Academy also has regular contact with health professionals, such as a School Nurse, Targeted Mental Health professionals and where appropriate, Speech and Language Therapists. We may also contact specialist Medical Services, Social Services and Voluntary Organisations and may carry out specialist programmes recommended by them. We will provide them with any relevant information requested, with the parents/carer's permission.

The SENCO attends any appropriate multi-agency meetings to discuss individuals.

Links with Outside Agencies

There are also opportunities for students to access a Youth Engagement Worker or YOT worker.

Links with Other Academies

Whenever any student transfers to another Academy, St Luke's will complete appropriate transfer forms and pass on all relevant information. In addition to this, there will be a dialogue between the SENCO and/or Principal Teacher and a senior member of the other school's staff.

All students entering St Luke's in year 7 will be visited in their primary school in their final year of primary education by the SENCO or other member of staff allocated to ensure smooth transition and assessment of needs. Additional visits are organised for students in year 6 who have been identified as benefitting from such an arrangement at the request of the primary Academy or in the opinion of St Luke's.

Monitoring and Evaluating the Success of the Education Provided for Students with SEN

The Academy, including the Governing Body, is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the Governing Body reports annually to parents on the quality of education and the achievements of students with SEN. The Academy employs a series of methods for gathering data, which include:

- Regular observation of teaching
 - Analysis of the attainment and achievement of different groups of students.
 - Post 16 destinations of students.
 - Scrutiny of teachers' planning and students' work.
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- The views of parents/carers and students.
- Regular monitoring by the Governing Body/SEN Governor.
- Maintenance and assessment records (e.g. reading and spelling) that illustrate progress over time.
- Regular meetings between the SENCO and Class/Subject Teachers, Subject Leaders, Pastoral Leads and SSA's.

As a result of the above, the Academy reports annually to the Governing Body upon its successes and identifies aspects for future development.

Complaints Procedure

In the first instance, parents and carers with complaints concerning provision for students with Additional Needs should be directed towards the SENCO. If the complaint is not resolved to the satisfaction of either, then it should be directed towards the Principal. Beyond this the parents should use the Complaints Policy to direct their concerns to the Governing Body. The complaint will be dealt with in line with the policy and the 'responsible person' on the Governing Body will be involved. If the complaint remains unresolved the complaint should be taken to the Local Authority. Complaints concerning a statement of SEND should be addressed to the home authority if unresolved at the statutory annual review meeting.

Policy dated: _____ September 2020 _____

Approved by Governors: (Date) _____

Next Review due: (Date) _____ September 2021 _____

Signed: R O'Brien
