



The Stockwood Park Academy

Special Educational Needs Policy

June 2016

The Stockwood Park Academy Special Educational Needs Policy

Section A

1. Introduction

This policy statement reflects the Academy's ethos and inclusive approach to learning and achievement. The ethos statement reflects the Academy's intention to provide a learning environment in which young people will be encouraged, supported and challenged to develop a 'can do' approach to all aspects of their lives. Within this context this SEN policy document outlines the specific steps that the Academy will take to ensure that no learner, Years 7 to Year 13, is impeded from fulfilling his or her full potential as a result of any special educational needs he or she may have.

All teachers are teachers of special educational needs. We recognise that it is the teacher's responsibility to meet the needs of all students in their class through their classroom organisation, teaching materials, teaching style and differentiation. However, if the student does not make adequate progress even when teaching approaches are targeted at a student's identified area of weakness, then the student may be identified as having special educational needs.

Some students find work difficult because their first language is not English. They do not have special educational needs unless they also have a learning difficulty. Their needs are explained in the EAL policy.

Guiding Principle

Our guiding principle is one of inclusion. We want to identify and break down any possible barriers to learning.

2. Objectives

- To prepare the student to develop as an individual who aspires to reach his/her potential within society.
- To ensure that all students have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.
- The aims of education for students with difficulties and disabilities are the same as those for all students.
- It is the responsibility of all teachers to identify and meet the SEN of students.
- Every student is entitled to have his or her particular needs recognised and addressed.
- To offer high quality support, guidance and resources for all staff working with Special Educational Needs students to ensure that all needs are met.
- To maximise the opportunities for students with special educational needs to join in with all the activities of the school.
- Consideration of SEN crosses all curriculum areas and all aspects of teaching and learning.
- Good special needs practice is good practice for all students.
- All special educational provision is more effective if pupils and parents are fully involved.
- To seek the views of the student and take them into account.
- To work with parents and formally notify and fully involve them in helping pupils deal with and overcome Special Needs.

This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEN is a matter for the whole school and is a part of the continuous cycle of Assess – Plan – Do – Review.

3. The legal framework

According to the SEN Code of practice, a child or young person has SEN 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 he or she:

(a) has a significantly greater difficulty in learning than the majority of others of the same age;

or

(b) has 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 schools or mainstream post-16 institutions.

This broad definition covers children and young people from 0 - 25 years of age. 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 SEN definition.

High quality provision to meet the needs of children and young people with SEN

High quality teaching is that which is differentiated and personalised to meet the needs of the majority of children and young people. Some children and young people need something additional to or different from what is provided for the majority of children; this is special educational provision and schools and colleges **must** use their best endeavours to ensure that provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

The Academy recognises that learners must not be regarded as having learning difficulties solely because their home language, or form of the home language, is different from that in which they are taught.

Student characteristics:

As at **the Summer Term 2016**, out of a total of **1380**

19 (1.4%) students have statements of SEN

91 (6.6%) students were assessed as SEN Code K

Staff at Stockwood Park Academy will have due regard for the Special Needs Code of Practice when carrying out their duties towards all learners with special educational needs, and ensure that parents/cares are formally notified and fully involved when SEN provision is being made for their child.

4. The Local Context

The SEN Policy and the School Local Offer published on the website take full account of the SEN policies and strategies as set out in the Luton Local Offer.

5. Roles and Responsibilities

In pursuit of these objectives Stockwood Park Academy recognises students with special educational needs are the responsibility for the school as a whole including the following specialist provision:

- A Support for Learning Faculty of staff and resources
 - **SENCO** **Mr D. Evans**
 - **Assistant SENCO** **Mrs M. Davie**
 - **Assistant Principal for Inclusion** **Miss A. Burbidge**
 - **Learning Support Assistants – 12 full time and 5 part-time.**
- **A Learning Support Area**
- **A register of pupils with Special Educational Needs**
- **Resources and guidance available to staff**
- **A safe and caring environment for Special Educational Needs students.**

The designated teacher for Child Protection is Mrs M. O’Callaghan

The member of staff responsible for managing pupil premium and looked-after children funding is Mr D. Bermingham

The designated SEN Governor is Mrs Bola whose role is Chair of Governors.

6. The SENCo

The SENCo will assume responsibility for the day-to-day implementation of the SEN policy, carrying out the following tasks:

- (a) informing the parent that a pupil may have special educational needs;
- (b) for all pupils on the SEN Register:
 - (i) identifying the pupils special educational needs,
 - (ii) co-ordinating the SEN provision to meet those needs,
 - (iii) monitoring the effectiveness of any SEN provision made for the pupil,
 - (iv) securing relevant services for the pupil where necessary,
 - (v) ensuring that records of the pupil’s needs and provision are maintained and kept up to date,
 - (vi) regularly liaising with and providing information to a parent of the pupil
 - (vii) ensuring that, where the pupil transfers to another school or educational institution, all relevant information about the pupil’s special needs and SEN provision is conveyed to the appropriate institution / authority.
 - (viii) promoting the pupil’s inclusion in the school community and access to the school’s curriculum, facilities and extra-curricular activities
- (c) selecting, supervising and training learning support assistants who work with pupils with special educational needs

(d) advising teachers at the school about differentiated teaching methods appropriate for individual pupils with special educational needs

(e) contributing to in-service training for teachers at the school to assist them to carry out the tasks referred to in paragraph (b)

(f) preparing and reviewing the information required to be published by the appropriate authority for the SEN census.

7. The role of the subject teacher:

- be aware of the Academy's procedures for the identification and assessment of, and subsequent provision for, SEN students;
- collaborate with the SENCo to decide the action required to assist the student to progress;
- set and review targets in line with Academy policy;
- work with the SENCo to collect all available information on the student;
- collaborate with Learning Support Assistants to deliver lesson objectives within differentiated planning;
- make effective use of LSAs and
- differentiate lessons so all students access and make progress in their learning as part of high quality, personalised teaching.

8. Co-ordinating and managing provision

The Code of Practice recognises the key role of the SENCo in determining the strategic development of the SEN policy and provision in the Academy in order to raise achievement of students with Special Educational Needs.

9. Admissions arrangements

The admissions criteria should not discriminate against students with SEN and has due regard for the advice on this issue outlined in both the SEN and Admissions Codes of Practice. As such Stockwood Park Academy will admit students already identified as having Special Educational Needs, as well as identifying and providing for students not previously identified as having SEN.

Students with Special Educational needs but without statements / Education Health Care (EHC) Plans will be treated as fairly as all other applicants for admission.

Stockwood Park Academy strives to be a fully inclusive environment. We acknowledge the range of issues which need to be addressed as we develop increasingly inclusive practice. All students are welcome, including those with special educational needs, in accordance with the Academy Admissions Policy.

The Academy recognises that, according to the Education Act 1996 (section 316), if a parent wishes to have their child with a statement educated in the mainstream that a place must be provided unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

The Equality Act 2010 prohibits schools from discriminating against disabled children in respect of admissions for a reason related to their disability.

Section B:

Identification, Assessment and Provision

10. Identifying special educational needs

Special educational needs and provision can be considered as falling under four broad areas.

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset. It is therefore important to carry out a detailed individual assessment of each child or young person and their situation at the earliest opportunity to make an accurate assessment of their needs. (Code of Practice 6.3)

Whilst the four categories of need broadly identify aspects of principal areas of need for children and young people at Stockwood Park Academy, the needs, other than SEN, of the whole child must be considered, which may include

- Disability
- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Being in receipt of Pupil Premium
- Being a Looked-After Child
- Being a child of a serviceman / woman

In addition, identifying behaviour as a need is no longer an acceptable way of describing SEN. Any concern relating to a pupil's behaviour will be assessed and described as an underlying response to a need which the Academy will recognise in their knowledge of the pupil.

11. A graduated approach to SEN support

Pupils can only be identified as having SEN if they do not make adequate progress once they have had all the intervention / adjustments of high quality personalised teaching.

Once a potential special educational need is identified, four types of action should be taken to put effective support in place: Assess-Plan-Do-Review. These actions form part of a cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of the pupils' needs and of what supports the pupil in making good progress and securing good outcomes. This graduated approach draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the pupil's SEN.

The 4-actions process of Assess-Plan-Do-Review may be initiated by an SEN Referral from teacher or parent, and may include the involvement of professionals, such as educational psychologist, specialist teachers and therapists where appropriate.

12. Allocation of resources

The Academy will ensure that resources are allocated to support appropriate provision for all students who require it, and in meeting the objectives set out in this policy. Provision includes:

- Training for all teachers and learning support assistants so they can meet pupils' needs more effectively
- Resources and equipment

13. Request for statutory assessment

The Academy will request a Statutory Assessment from the Local Authority when, despite an individualised programme of sustained intervention within the graduated approach of SEN Support, the student remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency.

Students who have an EHC Plan, in addition to the regular review of their Learning Passports, their progress and the specific support outlined in their EHC Plan, will be reviewed annually and a report provided for the Local Authority. When students are due to transfer to another phase, planning for this will be started in the term prior to the year of transfer.

14. Links with other schools and transfer arrangements

Advanced planning for students in Year 6 is essential to allow appropriate options to be considered. The SENCo will liaise with the SENCo/Year 6 teachers of the schools serving the area to ensure that effective arrangements are in place to support students at the time of transfer.

Transition arrangements include:

Extensive programme of taster lessons in term prior to transfer and Summer School.

The school will liaise with Further / Higher Education institutions and other agencies to arrange Transition Plans for students with EHC Plans (and other pupils with SEN who may benefit from Transition Planning) in Year 11.

15. Access Arrangements

The Specialist teacher will assess students in KS4 and KS5 for Access Arrangements. Students who meet the criteria will be provided with a variety of access arrangements dependant on need and the student's normal way of working such as extra time, readers and / or scribes under exam conditions.

16. Success Criteria

The success of the Academy's SEN policy and provision will be evaluated through:

- monitoring of classroom practice by curriculum leaders and the SENCo
- analysis of students tracking data and test results for individuals, target groups and cohorts
- value-added data for students on the SEN register
- consideration of students with EHC Plans success in meeting Learning Passport targets
- Academy self-evaluation
- The Academy Development Plan/SEN Development Plan

17. Arrangements for training and development of all staff

The SENCo will develop awareness of resources and practical teaching procedures for use with SEN students. SEN is always a feature of whole-school and cross federation CPD. NQTs and staff new to the Academy will be given training on the SEN policy as part of their induction.

18. Links with other agencies and voluntary organisations

External support services play an important part in helping the Academy identify, assess and make provision for students with special education needs.

When it is considered necessary, colleagues from the following support services will be involved with SEN students:

- Educational Psychologist
- Speech and language therapists
- Occupational Therapists
- Hearing impaired services
- Visual impairment services
- Autism Team
- Learning Support Service
- Child and Adolescent Mental Health Service

In addition, important links are in place with the following organisations:

- The transition Team
- The LA
- Education Welfare Officer
- Social Services

19. Arrangements for partnership with parents

Partnership with parents plays a key role in enabling students with SEN to achieve their potential. The Academy recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of students with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.

The Academy will provide information about the Parent Partnership Service to parents of pupils with special educational needs.

20. Pupil participation

Students and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes including the setting of learning targets and contributing to Student Learning Passports and their transition processes.

21. Transfer to the new code of practice.

The SEND Reforms commenced on 1st September 2014. Conversion of a current statement to an EHC Plan are currently taking place at key transition points.

The following legislation and guidance is also relevant to this policy:

Education Act 1996	<i>This legislation is amended by the SEN and Disability Act 2001. The SEN Code incorporates references to relevant sections of the Act.</i>
SEN and Disability Act 2001	<i>Amends both the Education Act 1996 and the Disability Discrimination Act 2005</i>
Revised Code of Practice on the identification and assessment of special educational needs	<i>November 2001</i>
The Equality Act	<i>2010</i>
The Code of Practice for Special Educational Needs: 0 to 25 years	<i>June 2014</i>
The Academy's Admission Policy and Accessibility Plan	
The Children and Families Act 2014	<i>This act brings together a lot of strands from care, health, social and education into one piece of legislation. It is a blue print on how interagency work supports the child and the family in all aspects of their lives from 0 – 25.</i>