



# University Academy

## Statutory Policy for Special Educational Needs

Drafted by: Mrs K Mitchell  
Date of Approval: February 2014  
Approved by: Local Governing Body  
Review Date: February 2016

Signed .....

Belong • Believe • Become



## **Definition of Special Educational Needs (Section 312 Education Act 1996)**

Children have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age or;
- b) Have a disability which prevents or hinders them 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.

Children must not be regarded as having a learning difficulty solely because their home language is different from the language in which they will be taught.

Special educational provision means:

For a child of two and over, 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 LEA, other than special schools, in the area.

## **Objectives for Special Educational Needs Provision**

All staff and governors at University Academy Kidsgrove will do their best to meet the Special Educational Needs of all pupils at the Academy. This will be achieved by:

- Admitting all students to the Academy on the basis of the Academy's published admissions procedure and welcoming all pupils, including those with SEN.
- Enabling all pupils to be offered access to a broad, balanced and relevant curriculum with the maximum degree of social and educational inclusion.
- Identifying as part of its School Development Plan resources to implement the identified policy and procedures and evaluate its implementation.
- Enabling teachers to make appropriate provision for all their pupils through the provision of appropriate support, information and advice.
- Developing a relationship between the parents, pupils and the Academy, in which each has an active role to play in the education of special needs pupils.
- Developing a wide community involvement in special educational needs through the multi-agency partnership and other initiatives to the benefit of pupils.
- Ensuring the Academy achieves Dyslexia Friendly Status.
- Ensuring the Academy maintains the Inclusion Quality Mark.

## **Managing SEN Provision**

### The Role of the Governing Body

The Governor with responsibility for SEN is Reverend Will Slater. The school governing body has important statutory duties towards pupils with special educational needs.

- The Governors, working in partnership with the Principal, have responsibility for deciding the Academy's general policy and approach to meet the needs of SEN pupils.
- Through the performance management process, Governors ensure that objectives for leadership and the Academy development plan include SEN.
- Through the Academy's self-review procedure Governors monitor effectiveness of the Academy's SEN policy and provision.
- All Governors will have an up to date knowledge of the Academy's SEN provision but Governors will be designated to have specific roles for SEN.
- The Governing body will report to parents annually on the Academy's SEN policy.

## The Role of the Principal

The Principal has responsibility for:

- Day-to-day management of all aspects of the Academy's work including provision for pupils with SEN provision.
- Informing the Governing body.
- Working closely with the SEN Co-ordinator.

## The Role of the Co-ordinator Karen Mitchell with the Support of Mrs D Jones

1. The day-to-day supervision of the Special Educational Needs policy.
2. Advising and liaising with the Principal and staff both teaching and non-teaching.
3. Meeting the identified needs of a student at School Action/School Action Plus/Statements.
4. Maintaining the Special Needs Register, though not compulsory and developing effective record keeping.
5. Setting and renewing IEPs alongside staff across the curriculum with support from SEN link staff and teaching assistants producing master IEPs to support this process.
6. Ensuring parental involvement in decision making about pupils with Special Educational Needs.
7. Providing appropriate resources to meet the special educational needs of identified pupils including access to individual specialised teaching.
8. Ensuring that the school achieves Dyslexia Friendly Status.
9. Liaising with other agencies.
10. Updating training and that of other staff members where appropriate.
11. Ensuring that the Academy achieves the Inclusion Quality Mark.
12. Ensuring that identified students are actively involved in the whole process from the very beginning.
13. Liaising with feeder primary schools ensuring that all year 5 and year 6 transitional reviews are attended by a member of the learning support team from University Academy Kidsgrove.
14. To ensure that all students who meet the criteria will benefit from the implementation of special arrangements for all examinations including internal exams, KS3 SATs and GCSEs (obviously formal procedures to be followed ie application to exam boards).

## Resources for SEN

The Academy is funded to meet the needs of all their pupils through its core funding but is additionally funded to support provision for SEN through:

- Deprivation and underachievement factors, based on the number of pupils receiving free meals and those underachieving on entry.
- Grants as elements of TSF funding, including those for employment and training of teaching assistants.
- Specific grants, for which the Academy may bid, that are for identified purposes. All resources will be employed effectively to meet the needs of individuals and groups on the basis of plans within the School Development Plans.
- AEN Funding.

## Staff Development

The Academy is committed to developing the expertise of all the staff in relation to SEN to enable them to meet the needs of pupils.

## **Partnership**

### **Partnership with Parents**

The Academy actively seeks to work with parents and values the contribution they make. We aim to support parental partnership by:

- Ensuring positive attitudes towards parents.
- Effective communication.
- Acknowledgment of the parents' role as a partner in the education of their child.
- Recording parental views as part of any review procedure.

The parents of any child with Special Educational Needs or concerns regarding their child's progress are welcome to telephone or visit the Academy to discuss their concerns with the appropriate member of staff.

### **Students Participation**

The Academy acknowledges the student's role as a partner in their own education, developing their participation in the decision making process by:

- Listening to and valuing their views.
- Involving pupils in Review Meetings to discuss progress and future provision.
- Involving pupils in target setting.
- Recording pupils' views as part of any review procedure.
- Effective communication.

### **Partnership with Other Bodies**

The Academy aims to work with other agencies, as listed below, in order to provide an integrated support, based on the needs of the pupil. Co-operation between the Academy, the LEA, the health services and social services is vital if we are to secure the most effective assessment, intervention and deployment of resources for pupils with SEN.

- Other schools/Academies and educational providers
- Special Educational Needs Support Services eg Autism Outreach Team, SENSS Specialist Teachers
- School Psychology Service
- School Health Service
- Educational Welfare
- Social Services
- CAMHs
- Voluntary Services
- Paediatric Physiotherapy Service
- Occupational Therapy

## **Admission Arrangements**

The admission arrangements for pupils with Special Educational Needs are generally the same as for other pupils in the Academy. These are published in the Academy's admission criteria. The admissions policy will make reference to the Disability Act 2002. Under the Disability Act 2002 schools must:

- a) Not treat disabled pupils less favourably, without justification, for a reason which relates to their disability.

- b) Make reasonable steps to ensure that a disabled pupil is not placed at a substantial disadvantage compared to other pupils, but there is no duty to remove or alter physical features or provide auxiliary aids or services.
- c) Plan strategically for and make progress in improving the physical environment of schools for disabled children, increasing disabled pupils' participation in the curriculum and improving ways in which written information which is provided to pupils who are not disabled is also provided to disabled pupils.

(Section 11 Inclusive Schooling: Statutory Guidance November 2001)

### Identifying Children who have SEN

All children progress at different rates, but where children fail to achieve adequate progress, despite having access to a differentiated programme, then their parents and staff will be informed that the child has special educational needs and identify appropriate provision to meet the child's needs. Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches.
- Working at levels significantly below age expectations, particularly in literacy or numeracy.
- Presenting persistent emotional and/or behavioural difficulties, which have not been managed by behaviour strategies usually implemented.
- Sensory or physical problems that result in little progress despite the provision of appropriate aids for equipment.
- Poor communication or interaction, requiring specific interactions to access learning.

### **Changes from the SEN Code of Practice 2001**

The main changes from the SEN Code of Practice (2001), to reflect the new legislation, are:

- The Code of Practice (2014) covers the 0-25 age range;
- There is a clearer focus on the views of children and young people and on their role in decision-making;
- It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health services and social care;
- For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care Plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs);
- There is new guidance on the support pupils and students should receive in education and training settings;
- There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood.

### **Arrangements for providing access for pupils with SEN to a balanced, inclusive and broadly based curriculum, including the National Curriculum**

The Academy's aim is that wherever possible all students will have full access to the National Curriculum and a range of subjects taught in schools/Academies. Students with a statement of special educational need will receive in class support as specified by the LEA. The student may be withdrawn for a short interval within a lesson to receive intensive work on a student teaching objective. Where the statement requires daily input in a particular area, the pupil may be withdrawn for part of a particular lesson to enable statement provisions to be fulfilled. This will be done with consideration for the impact on the student's curriculum, so as to reduce the disruption to a minimum.

Where a student has to be withdrawn from class for monitoring by SENCO or outside agency, the principle is that the disruption to the overall education for the pupil should be minimal.

## **Transition Arrangements**

Transition from primary school to high school for children identified with SEN will include:

- Liaison between the SENCO at the primary school and the SENCO at the receiving high school.
- Transference of records between the two schools/Academies using transition documentation from SENSS Team to ensure a record is kept of the transfer of relevant documents.
- For children with a statement of need a transition review will take place in the year prior to the transfer.
- Where appropriate the SENCO will liaise with the post 16 educational providers.

## **Criteria for Success**

As part of their evaluation for Academy effectiveness the SENCO and other staff will monitor the effectiveness of the policy and procedures in meeting the needs of pupils with SEN. Success factors will include:

- Early identification of pupils with SEN.
- Students' views and opinions are taken into account.
- The Academy and parents work in partnership.
- Interventions and provision are regularly reviewed and evaluated via individual progress, data collection and tracking.
- The Academy works in close co-operation with other agencies and fosters multi-agency working.

In their Statement schools/Academies may wish to include the criteria that will be used in evaluating effectiveness including:

- Reports by inspectors or others offering external moderation.
- Review of Academy development plan.
- Annual review feedback from parents.
- Individual student's attainment of the targets included in IEPs.
- Annual test/assessments.
- Achievement in standardised assessments (SATs, GCSEs) for all students and identified SEN pupils in particular.
- Provision for special needs students leaving school.
- Number of SEN students receiving fixed and permanent exclusions.

## **Arrangements for considering complaints about SEN provision within the Academy**

- Complaints regarding special education provision should be addressed in the first instance to the Special Educational Needs Co-ordinator (SENCO). A meeting will be arranged to meet the complainant where the matter will be discussed and decisions made as how to proceed.
- In the case where an agreement cannot be made, the complainant will be referred to the Principal of the Academy.
- If the complainant feels issues are still unresolved, it may be referred to the Chair of Governors.
- If all these procedures fail to resolve the issue, a formal complaint concerning special needs may be registered with the LEA.

### **NOTE:**

Any information relating to specific students has been removed for the purpose of this document.

## **SEN PROVISION: PERSONNEL AND PROCEDURE**

Contents:           What are Special Educational Needs?  
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What are Special Educational Needs?

Special Education Needs means that a student has greater difficulty accessing the curriculum than the majority of other students the same age. This may be on a temporary or long term basis.

These needs fall into the following categories:

PHYSICAL	MLD	GIFTED	EBD	OTHER
Medical	Moderate	More able	Emotional	Dysgraphia
Visual	Learning	Students	Behavioural	Dyscalculia
Speech	Difficulties		Difficulties	Dyslexia
Hearing				Dyspraxia
Cerebral Palsy				
				ADHDS
				ADDS
				Aspergers Syndrome
				Semantic Pragmatic Disorder

In the 2014 C.O.P. (Code of Practice) *Behaviour* has been removed from the categories and *Mental Health* added. Moderate Learning Difficulties (MLD) has also been removed.

How are these needs identified and assessed?

The individual needs of the student will be assessed by one or a combination of the following.

Within the Learning Support department in the September of arrival:  
 Tests, test results and information from primary school, parents and outside agencies.  
 Testing to establish reading age, spelling age, reading comprehension etc  
 Teacher observation/Referral to SENCO  
 (Special Educational Needs Support Service to support the above).

During a students career at University Academy Kidsgrove

Subject Teachers/Progress Leaders assessing and identifying needs in the first instance. Taking and recording appropriate action and employing strategies with the aid of the Learning Support Staff/Progress Leaders /Faculty Leaders and Lead Teachers  
 If concerns remain, pass all documented evidence to SENCO.

What is a Statement?

Prior to 2014, if the LEA decided that a child had an identified special need they may have issued a statement of Special Educational Need, which is a document ensuring that schools put in the appropriate provision. A statement summarises the student's abilities and specific difficulties. It also states how the LEA considers the student's needs could be best met. Not all students with identified special needs will be in receipt of a statement. However Education Health and Care Plans (E.H.C. plans) will be replacing statements under the revised C.O.P. (September 2014)

Subject teachers, progress leaders, parents, specialist teachers, educational psychologists and health professionals may be involved in any formal assessment procedure leading up to a statement/EHCP being issued.

#### Draft SEN Code of Practice September 2014

Being a SENCO will remain a discrete responsibility and SENCOs must still be qualified teachers.

There is big emphasis on the identification and support for pupils with SEN being decided and implemented by class and subject teachers (students with disabilities are specifically exempted). The SENCO has a supporting role only.

Individual Education Plans are no longer mentioned. There is no reference to stages . eg School Action/School Action Plus . there is just one school based stage and then an Education, Care and Health Plan. The focus is on ensuring pupils are being provided with high quality differentiated teaching.

#### PERSONNEL

SENCO: Mrs K Mitchell

Assistant SENCO : Mrs D Jones

#### The Role of the SENCO and the Assistant SENCO

In all mainstream schools/Academies a designated teacher should be responsible for:

- the day-to-day operation of the Academy's SEN policy
- liaising with and advising fellow teachers
- co-ordinating provision for children with special educational needs
- maintaining the Academy's SEN register and overseeing the records on all pupils with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies
- ensuring exam access arrangements are in place throughout each key stage

This is the role of the SEN Co-ordinator. In a small school/Academy, one person may take on this role, possibly the Principal or Vice Principal. In larger schools, there may be a SEN co-ordinating or learning support team. The time and attention which the SEN co-ordinator is able to devote to his or her responsibilities will depend on the circumstances of particular schools/Academies. Governing bodies and

Principals may need to give careful thought to the SEN co-ordinator's timetable in the light of this Code and in the context of resources available to the Academy.

### Role of the Faculty Leader/Lead Teacher

The Faculty Leader and Lead Teacher will ensure effective two way communication between all areas of the curriculum. Each subject department is responsible for the learning experiences of all pupils including those with special needs and the Faculty Leader and Lead Teacher will work as part of a team with the SENCO.

The Faculty Leader and Lead Teacher will actively:

- Pass information to departments from SENCO ie pupils, legislation, Staffordshire initiative.
- Pass information to SENCO from departmental discussions.
- Ask SENCO for advice/support where appropriate.
- Use departmental meetings to give updates on SEN issues ensuring all departments are informed.
- Identify appropriate resources with the department.
- Assess suitability of examination papers and examination procedures.
- Modify curriculum where appropriate - have written evidence of modification on file.
- Ensure all members of the department are aware of statemented pupils.
- Give information to SENCO where requested re; the assessment of pupils, annual review of statements.

The implementation of the above will ensure that University Academy Kldsgrove continues to move towards a whole Academy approach to SEN with inclusion in practice and not just in policy.

### The Role of Subject Staff re SEN Pupils

The class teacher is directly responsible for students progress. The SENCO helps to facilitate this for students with Special Educational Needs.

### Strategies/Resources used

Subject staff are asked to identify anything they have used to help support the targets outlined. These may include:

- Student sitting by teacher's desk
- Target TA to student
- Select only one part of the task to complete
- Use selective peer tutoring
- Production of a pre-set format for students to work



Name:  Year/Form:	Statement of Special Educational Need
Statement Objectives: <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	
Targets set at Annual Review: (date.....) <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	
Term targets: <ul style="list-style-type: none"><li>•           English</li><li>•           Maths</li></ul>	
Comments:	

## Review Comments

The following comments are simply suggestions, some of which you might find useful when giving feedback.

- work done independently
- works only with support
- works outcome relative to objectives . quantity/quality
- working pace
- work in relation to peers (only where appropriate)
- reading skills . comprehension of what is read
- presentation of work
- handwriting and letter formation
- organisation and skills
- conceptual understanding
- relationships with staff and peers
- classroom skills
- behaviour
- attitude to work/peers/staff
- ability to work in a variety of settings . groups/pairs/whole class/alone

## Learning Support Team

### Teaching Assistants

Mrs B Garwood

Mrs Debbie Gough

Miss Diane Masters

Mrs Joanna Nixon

Mrs L Podmore

Ms Anne Russell

Ms Debra West

Communication Support Worker (for Hearing Impaired Students)

Mrs R Anthousis

Ms Karen Grocott

Mrs Gill Pass-Oakley

HLTAs

Carole Beard

Lisa Brown

Debra Hardaker

Di Jones

Judie Steele

## The Role of the Teaching Assistant at University Academy Kidsgrove

Teacher Assistants are employed in mainstream schools/Academies for identified sessions in support of an individually named pupil or a group of students who have identified special needs. These students appear on the SEN register and the TAs are directed by the SENCO.

The following duties are included:

- to assist the teacher(s) in the implementation of the curriculum
- to carry out, under the direct supervision of the teacher(s), individual programmes of learning, specifically to support the pupil concerned
- to assist in the implementation of any other programmes of support designed by other professionals such as advisory teachers, physiotherapists, occupational therapists and speech therapists
- to contribute to the pupil's intervention programme, as identified by the Academy
- to assist in the preparation of teaching materials and equipment in support of the pupil concerned
- to assist the Academy in maintaining a close liaison with the pupil's parents or guardians
- to assist the teacher(s) in maintaining a detailed record of progress, recording observations of strengths and weaknesses, as appropriate
- to support the general care, welfare and safety of the pupil
- to carry out small group activities, as requested by the teacher, to include the identified pupil
- to contribute to any discussions or reviews on the pupil concerned, as requested by the Principal/SENCO.

### Suggestions for effective deployment of Teaching Assistants:

- Prepare pupils for the introduction of a new topic by introducing new vocabulary and concepts **before** the lesson
- Provide extra practice/explanation in a session **after** the lesson
- Produce structured record sheets for pupils
- Simplify the language on activity sheets for SEN pupils and break down the tasks into small steps
- Explain instructions; help with reading
- Encourage pupils to listen and stay on task
- Support pupils writing by providing subject-specific key words and correct spellings
- Provide notes/writing frames for pupils
- Help pupils organise thoughts and answers prior to writing
- Check understanding and tackle misconceptions
- Help to maintain discipline (individuals/class level)
- Provide feedback to the teacher on pupil progress
- Help pupils with practical work
- Supervise work on the computer
- Encourage pupil participation in discussion/plenary
- Observe/assess identified pupils and report back to teacher

If you have any suggestions which you feel would improve the overall performance of the learning support team, please inform the SENCO, Karen Mitchell or Assistant SENCO, Di Jones.