



Policies and Procedures

Inclusion SEN Policy

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Appendix 1 Basic Information Re Schools SEN Provision Year 2016/17

Inclusion SEND Policy

2016

This policy complies with the statutory requirement laid out in the SEND code of Practice (September 2014) and has been written in consultation with The Assistant Principal (Inclusion) and the SENCo with reference to the following guidance and documents:

- SEND Code Of Practice 0-25 years (2014)
- The Equality Act 2010 (Advice for schools DFE- 2013)
- Children and families Act (2014)
- Statutory guidance on supporting Students with medical Conditions (April 2014)
- Teacher Standards (2012)

We firmly believe that every child has the right to access a full and varied curriculum and that their needs will be met by Quality First Teaching (QFT) along with specific adaptations where required. These may include intervention and/class support which would be set out in a child's Education, Health and Care Plan (EHCP). We have high expectations of all our young people and set aspirational targets which are reviewed and monitored regularly.

Some students within school will have one of the following additional needs:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

Achieving maximum access and subsequent progress for students with SEN will, therefore, require the co-operation, understanding and planning skills of students, teachers, parents, governors, support services and many other associated with education - a Whole Academy Approach.

Abbey Grange C of E Academy is firmly committed to a whole Academy approach to dealing with learning difficulties. We recognise that this will make great demands on staff and students alike. It is our intention to provide as much support as possible in order to ensure full access to the curriculum wherever and however possible.

We consider that a percentage of our students may have a special need at some point in their school career, whether it be a learning difficulty or a behaviour problem and bear in mind that not all of these difficulties are a reflection of students inherent personal limitations. (They may also be related to factors within the Academy curriculum or organisation). It is crucial, therefore, that we not only support one another but, when necessary, call on the assistance of outside agencies.

Developing positive attitudes towards recognition of students needs and the rights of students to an appropriate education are fundamental if the Academy is going to develop a truly whole Academy approach. Similarly, it has to be accepted that the expertise of many people will be needed if students' needs are to be met and, if appropriate, curricula are to be presented.

What we would want to achieve is support for the development of each student, taught within a curriculum that is appropriate using suitable and relevant methods by teachers operating within an organisation and environment that fosters the development of all.

The support, therefore, needs to be used, monitored and evaluated effectively. We are constantly assessing our attitudes, skills and experience in supporting colleagues and students.

- a) By regular support in identified lessons.
- b) By regular Inset for support staff.
- c) By Inset for support teachers together with staff being supported.
- d) By having a clear structure for support.

1 KS2 Transition

Abbey Grange has a great number of feeder schools spread throughout Leeds and the task of liaising with them all at the time of transfer is a great one. Although it would be ideal to visit all the schools and discuss the new intake, this, in reality, is not practical. The most manageable way to accomplish this task is for the SENCO, Senior TA and Assistant Principal to work closely with Heads of Abbey during the course of the visits, and whenever specific children with difficulties are mentioned the SENCO will endeavour to visit the school and meet with the appropriate members of staff.

It is expected that all students who now arrive at Abbey Grange will have a record outlining teacher assessment, KS2 SATS results. This, along with an SEN liaison sheet, pupil passport, should give an initial profile of the incoming SEN students. Assessments take place early in the first term to support other data on the students.

2 Outside Agencies

The school continues to use outside agencies where appropriate and where there is a statutory obligation. For SEN students there is provision from within the school budget (through Funding For Inclusion - FFI) to meet the varying demands. Outside agency support is an important ingredient in the education of SEN students and should always be maintained at a high level.

3 Parents

Parents of children with special needs are now much more aware of their entitlement for education and are generally more informed about the area of special needs. The success or otherwise of SEND provision in a school, as far as parents are concerned, is one of trust. Do they believe that the school, given all the constraints placed on it, are endeavouring to deliver a quality education for their child? It is important from the outside that they have a point of reference for Special Needs and feel that they have the encouragement to communicate with or visit the school when they feel it is appropriate. The school should continue the policy of visiting parents to discuss SEND matters at any pre-transfer meetings, as this helps to make both parties comfortable from the outset.

Complaints can be referred directly to the SENCO who will involve the Principal if necessary.

4 Assessment and Diagnosis

The issue of assessment/diagnosis is a problematic one in the sense that there are arguments for and against wholesale assessment. Any type of wholesale assessment never gives the complete picture but there is value in some form of assessment. The school uses information gleaned from Accelerated Reader Assessments and the Baseline Assessment test in Year 7. The Maths Department use their own screening device based on a number of established tests to set students from Year 7.

Within this system students records including teacher assessment and SATS are included as part of the overall assessment. Some students may have more detailed records particularly the Statement students with an EHCP and those with Specific Learning Difficulties. In this way specific strengths and weaknesses should be identified.

Assessment for Access Arrangements for exams can be carried out at the SENCo's discretion where they feel there is a need for adaptations to be made during assessments. This may include extra time in exams/readers/separate room/rest breaks. These modifications are also dependent upon an application being granted by the examination board (JCQ)

Any assessment and diagnosis system will fail to pick up all SEN students. Therefore, there has to be a system of teacher referral. The Key Stage Coordinator from each Department will be the first point of contact. With their specific subject skills it may be possible that the problem can be addressed departmentally.

5 Record Keeping

There is a file for each student who has been referred to the school for SEN. Confidential material is not generally available to all staff. All students with an EHCP and some other students with particular difficulties have Individual Pupil Passports prepared by the SENCO /Assistant SENCo. The SENCO is responsible for assessments, i.e. on individual students and for access arrangements. Additional confidential files will be kept by the pastoral team with regard to CP/CIN issues.

6 In-class Support

The link between the subject specialist and the support teacher or teaching assistant is extremely useful. It creates continuity for the student and the staff particularly in subjects that have a high level of technical vocabulary. This system is feasible if groupings allow for several children needing support to be in one group, otherwise, it becomes expensive and difficult to co-ordinate. A support teacher or teaching assistant allocated to an individual student breeds its own difficulties. The relationship becomes too intense and both stigma and a lack of independence may result.

7 Withdrawals and Intervention

Withdrawal from lessons should be kept to a minimum. However, in order to address certain specific difficulties effectively some withdrawal is necessary. Reading, spelling, handwriting and some emotional and behavioural difficulties, if severe, may need to be tackled in this way. This will be decided on an individual basis. Withdrawal lessons are taken from a variety of lessons ensuring continuity when the students return to class.

8 Quality First Teaching

Many students with a SEN experience difficulty throughout all areas of the curriculum at some time in their schooling and, therefore, some modifications have to be made in terms of teaching methods, materials and timetable. It is the responsibility of every teacher to ensure that lessons are differentiated appropriately in order for them to meet the needs of every student. Quality First Teaching is the single most important effective mechanism in ensuring that students make smooth and continuous progress.

It is important that SEN support staff liaise with subject staff in order that work can be planned and effective help delivered. This does require time and should be under constant review.

9 Inset and Training

Inset is on-going and develops as experience of SEN in the school increases. Staff have had Inset on a variety of provision including differentiation. Some Inset is provided within school by means of discussion or through documentation such as - Support/Differentiation Strategies/Dealing with children with emotional/mental health issues and Specific Learning Difficulties. Other Inset is provided by external expertise and courses aimed at Departments. Inset is also given to TA's by the SENCO and outside sources.

10 Resources

The allocation of resources to Special Needs must, of course, be looked at in the light of the whole school and the finite amount of money available to the Academy each year. Staffing resources constantly need reviewing in order to ensure that we have adequate to cover student needs and that support is used effectively. All SEN finance except a minimal amount is distributed to Departments. Departments, with advice available, are best placed to spend the money and, therefore, are more accountable for SEN provision. Most money comes in to the school via the Notional budget and FFI system.

11 Evaluation

Evaluation is crucial to the provision made for SEN students. This will be done in four different ways. Departments through marking and feedback and teacher assessments recorded on Masterclass which can chart progress. The SENCO, through liaison with Departments, the pastoral staff, progress monitoring and provision mapping can look at the overview of the situation. Parents who have monitored their child's progress throughout their schooling can judge accurately changes. Students themselves can, through their actions and target setting, demonstrate improvements.

Improvements can be in a number of areas and should not just be restricted to academic progress, which is only one area of development. Initial accurate assessments are vital when students enter the Academy in order that evaluation is based on distance travelled and not just a direct comparison with their peers. SEN will also fit into the Academy's policy for assessment, recording and target setting.

12 Conclusion

As a result of the Green Paper in 2011 schools are now more accountable to parents, LEA's and the students themselves for quality help in special needs. There needs to be a whole Academy

approach in recognising the difficulties and a commitment to solving them. In doing this we will help students with SEN face the future with hope and confidence, in the knowledge that they are respected and have a contribution to make in society.

Appendix 1

Basic Information Re Schools SEN Provision Year 2016/17

- I. SENCO Paula Quinn
- II. Assistant SENCo Tracey Rowley (Fd Degree)
- III. 10 full-time assistants (2 level 1/7 level 2)
- IV. 1 part-time assistants (1 Level 1))

The Academy caters for children who have a range of SEN including ESD, physical disabilities, specific learning difficulties and moderate learning difficulties. The Academy at the moment has no special units. The Academy does have some adaptations to help children with physical difficulties, ramps, lifts and toilet facilities. The Academy has an access plan and a Disability Equality Policy (which forms part of the Single Equality Scheme).

Admission Arrangements re: SEN Students will be admitted at age 11 + without reference to ability of aptitude. All students with an EHCP will be admitted if Abbey Grange is named.

Looked after students (SEN) will be admitted if Abbey Grange is named.

Addendum to Special Needs Policy

Careers IAG-Aims

- To provide Special Needs students with a quality careers service during their school life.
- To assist the Careers Advisor in providing a comprehensive careers package to all SEN students.
- To be flexible and adapt to the increased range of Special Needs students as addressed in Better Choices.

Background

Abbey Grange has a high standard of careers guidance and has gained the Leeds Standard for Careers Education. This structure covers all students within the mainstream. Special Needs students are catered for but in many respects the lines of communication need to be formalised between the school and the Careers Service.

Formal Structure

1. Transitional Review during the year of the Student's 14th Birthday

Careers staff (in and out of school) to be notified of students with EHCP who require a careers input. Information concerning the student's strengths and weaknesses will be discussed. The Careers Advisor will meet with each of the students with EHCP to discuss possible options Post 16 and prepare a summary of the discussion for the Annual Review. If possible, the Careers Advisor will attend the Annual Review to discuss issues arising for the interview with SENCO, parents and student.

2. **At Year 10 .**

Discuss with school Careers staff work experience placements for Special Needs students. Assist with placements and visits for Special Needs students

3. **At Year 11**

SENCO to prepare a sheet for the Careers Advisor on Special Needs students who may require a different approach. SENCO to attend any Careers interview if requested by the Careers Advisor, students or parents. Careers Advisor to be asked to contribute to the SENCO, if appropriate, to link with school Careers staff and to assist in placing students Post 16.

4. **At Year 12**

- SENCO to prepare a sheet for Careers Service on Special Needs students who may require a differential approach.
- SENCO, if appropriate, to link with school Careers staff - the Careers Service to assist in placing students Post 6th Form.