



Shireland Collegiate Academy

SEN Policy

SENCO: Mrs G Situnayake (Post-Graduate SENCO Certificate)

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Compliance

This policy complies with the statutory requirement laid out in the SEND Code of practice 0-25 (Sept 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of practice 0-25 (September 2014)
- Schools SEN Information Report regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy

Core Principles and Values

- The belief that the education and success of all students is of equal value.
- Celebration of diversity in gender, race, creed and ability, by providing quality teaching to raise standards and equalise life choices.
- A belief that bullying in any form is completely unacceptable and will always be taken very seriously.
- Respect for the dignity of ourselves and others.
- Recognition that all members of our community have rights, with complementary responsibilities.
- Recognition that all students, including those with identified special educational needs, may experience difficulties because of events such as bereavement and family problems. The academy should provide support to ensure that a disproportionate number of behaviour issues do not arise from these more vulnerable students.
- A commitment to developing individual potential and autonomy both inside and outside the classroom.
- The belief that students learn best in a safe and nurturing environment, which promotes a sense of belonging.

- A recognition that high student self esteem and aspiration are essential to success and are best encouraged in a community that celebrates all that is positive.
- Recognition that the success of any school policy depends on the understanding and support of parents and as such, should be shared with them and their commitment to it sought.
- Every teacher is a teacher of every child or young person including those with SEN.

Section 2 - Aim

Serving a diverse and often economically challenged community, our academy views raising the aspirations and expectations of all students, including those with SEN, as paramount. Our innovative teaching, assessment and monitoring methods emphasise the importance of outcomes for students, rather than a narrow focus on hours of provision or support.

Objectives

1. To identify and provide effective strategies to support the development of students who have special educational needs.
2. To work within the guidance provided in the SEND Code of Practice, 2014.
3. To provide a trained and experienced learning support team who can offer direct support to students, liaise with families and outside agencies and advise teachers and other staff on SEN related issues.

Section 3: Identifying Special Educational Needs

In line with the SEN Code of Practice 2014, the academy recognises the following four broad areas of special educational need:

Communication and interaction

Students with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Students with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when students learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties include both moderate learning difficulties (MLD) and specific learning difficulties (SpLD) which affect one or more specific aspects of learning. SpLD encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Students may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other students may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some students require special educational provision because they have a disability that prevents or hinders them from making use of the educational facilities generally provided. Many students with visual impairment (VI) or hearing impairment (HI) will require specialist support and/or equipment to access the curriculum. Some students with a physical disability (PD) require additional support and equipment to access all the opportunities available to their peers.

These four areas give an overview of the range of needs that the academy needs to plan for. However, the academy views every student as an individual with a range of skills, experiences and talents and would not seek to categorise or restrict expectations on the basis of an identified special educational need.

There are other factors which are not included in a definition of special educational needs but which nonetheless may impact on engagement, progress and achievement in the academy. These include:

- Disability – the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation, but this alone does not constitute SEN
- Attendance and punctuality
- Health and Safeguarding issues
- Having English as an Additional Language
- Lack of literacy in home language
- Gaps in previous educational history
- Being in receipt of Pupil Premium
- Being a Looked After Child

Some students may combine a special educational need with one or more of these additional factors, which may make initial identification of need and provision of effective support more challenging.

Section 4: A Graduated Approach to SEN Support

- High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN.

- The academy provides quality first teaching for all students in KS3, KS4 and KS5. In KS3 the “Literacies 4 Life” (L4L) thematic approach to learning means that students are taught by one teacher, in a form group within a year base, for most of the week. The class teacher has a wide range of technology rich resources which can be used to support learning for all students, and differentiation is built into the themes which make up the Year 7, 8 and 9 L4L curriculum. The learning needs of most students can be met in this way.
- At KS4 and KS5 there is a movement towards more specialist teaching, but students are guided towards Option and post-16 choices which meet their learning needs at appropriate levels.
- Teachers are responsible and accountable for the progress and development of the students in their classes, including where students access additional support from teaching assistants or specialist staff. Additional intervention and support cannot compensate for a lack of good quality teaching.
- The academy regularly and carefully reviews the quality of teaching for all students. Techniques involve lesson observations, learning walks and review of lesson plans. This includes reviewing, and, where necessary, improving teachers’ knowledge of their students’ SEN and advice on developing strategies to support them.
- Some students have SEN issues identified at primary school, and transfer to Year 7 with a history of assessment, intervention or provision from their primary school working with the Local Authority in which they live.
- Discussion with primary school staff, parents and Inclusion Support professionals informs decisions when the student transfers to the academy about the nature of the additional support or intervention required for them to progress both academically and socially. For example, some students in KS3 benefit from being in a smaller class with an additional TA to support learning. Others may need to attend additional intervention groups, targeting the development of literacy or numeracy, organised by a TA with a specialist in that area. Provision may be made for nurturing activities to take place at lunch time, or for regular meetings with a mentor.
- During the course of an academic year, concerns may be raised about the performance of a student who has not previously been identified as requiring additional support. In deciding whether a student requires additional assessment, intervention or monitoring, the teacher and SENCO consider all the information gathered about the student’s progress, alongside national data and expectations of progress.
- Parents are included at an early stage so that a good understanding can be developed of the student’s strengths and weaknesses, concerns, agreed outcomes to be sought and the process to be followed.
- In some cases, outside professionals from health or social services may already be involved with the student and their family. They will be asked to help inform any assessments that are made. If professionals are not already working with the academy staff then they are contacted for help if parents agree.
- An Assess-Plan-Do-Review cycle is recognised as an effective way of identifying student need and putting strategies in place to develop their learning or skills. These are discussed with families, who have a role in supporting learning at home.

- Students with ongoing assessment, intervention or monitoring by Inclusion Support or other outside agencies are recorded as SENS (Special Educational Needs Support) on the academy information system. Students who have completed statutory assessment by the LA will be recorded as S for Statement, or E for EHCP.

Section 5: Managing students on the SEN register

- An information sheet is available to all teachers and support staff regarding the strengths and weakness of each student who is recognised as having SEN. Staff are encouraged to add strategies which they have found to be effective with each student. The class or subject teacher holds the responsibility for evidencing progress of the student, which is recorded centrally at six assessment points during the year.
- Each identified student has a member of the Learning Support staff as a 'key worker', who will monitor their progress across the curriculum at six key assessment points during the year, identify areas in which they require additional support, and review their SEN information sheet half termly.
- Sandwell Inclusion Support team will assess or review the progress of students who are a cause for concern during the course of the academic year. Priorities are set at a meeting in September each year, reviewed in February.
- Referrals are made to other outside agencies as required.
- A small number of students in each year group have a Statement of SEN, gradually being replaced by Education, Health and Care Plans (EHCP) by Local Authorities.
- Students with a Statement of SEN or an EHCP have an annual review at the academy, attended with their parents and professionals who have worked with them, to identify areas of development and success and to review needs and provision.
- If it is thought that a student requires an EHCP, a process is initiated with the Local Authority in which the student lives to decide whether an EHCP assessment is appropriate. Although working to the same objectives as described in the SEND Code of Practice 0-25 (2014), procedures being developed by different LAs to transfer students from Statements to EHCPs or for assessing students for new EHCPs vary significantly.

Section 6: Supporting students and families

- Sandwell Local Authority's Local SEN offer is available here <http://www.sandwell.gov.uk/send>
- Shireland Collegiate Academy's SEN Information Report is available here [SEND Information Report.pdf](#)
- Shireland Collegiate Academy's admission arrangements are available here [T:\Non Teaching Staff Share\Admin\Admin Office 2011-2012\Policies\Academy, Teaching and Learning\Admissions and Appeals Policy 2015.pdf](#)

- Shireland Collegiate Academy's policy on managing the medical conditions of students is available on the portal.
- Some students with SEN will be able to access special examination arrangements when they reach KS4 and 5, if they meet criteria set by the examination boards. The SENCO is responsible for identifying and assessing students for special arrangements.

Section 7: Monitoring and evaluation of SEND

The academy regularly and carefully monitors and evaluates the quality of provision offered to all students. This is done formally by lesson observation, learning walks, scrutiny of lesson planning and discussion, review and planning at all levels in the academy. Parent views are surveyed regularly at academy open evenings and other events. Student and parent views are sought at all meetings with staff.

Section 8: Training and Resources

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development, which may either be developed and presented by academy staff, by Sandwell local authority (LA) or by other external providers.
- All new teachers, trainees and support staff undertake induction and this includes a meeting with the SENCO to explain the systems and structures in place around the academy's SEND provision and practice.
- All teaching staff are welcome to attend a weekly open house meeting with the SENCO to discuss the needs of individual students.
- The academy SENCO regularly attends Sandwell LAs SENCO network meetings in order to keep up to date with local and national updates in SEND.

Section 9: Roles and responsibilities

- The SEN Governor, Mr T Mulla, has a role in reviewing the SEND policy and raising awareness of SEND issues with other members of the governing body, following termly meetings with the SENCO.
- The SEN teaching assistants (TAs) have responsibility for supporting individual SEN students within the KS3 L4L teaching structure, and in providing intervention classes to boost specific skills in small groups of students. In KS4 examination groups they support the class teacher in delivering the curriculum to individual or small groups of students, developing both skills and knowledge.
- They act as key workers in monitoring the progress of SEN students, identifying students who need additional focus or intervention and liaising with teaching staff and parents.

- They play an active role in organising study support sessions for KS3 and 4 students at the end of the academy day and deliver small group and individual interventions to SEN students.
- They have been trained to meet the needs of students who have Access arrangements for GCSE and other exams.
- Some TAs have responsibility for enlarging and modifying resources for visually impaired students.
- Their line managers are the SENCO, Mrs G Situnayake and the Interventions Manager, Ms D Howe.
- The Designated Teacher for Looked After Children is Mrs G Situnayake. The Safeguarding Manager is Ms E Savell-Boss and the Safeguarding Officer is Ms B Davies.

Section 10: Reviewing the Policy

The governing body review academy policies at regular intervals. It is recommended that the SEN policy is reviewed annually.

Section 11: Participation and Communication

- All students are given opportunities and are actively encouraged to participate in a wide range of extra-curricular activities including sports, Theatre School, homework clubs and study support. Within the curriculum they are expected to participate in a range of cultural activities, trips and visits, with support if necessary.
- Information about academy events and student progress are available to all parents via the Learning Gateway.
- Key staff can be contacted by email or phone call and personal appointments are welcome by prior arrangement.

Section 12: Dealing with complaints

Parents will have many concerns about the welfare and progress of their child with SEN and regular meetings, both formal and informal, will help to keep them involved in the decision making process and ensure that their voice is heard. If they do have concerns, their first point of contact should be the SENCO.

Any formal complaints with regard to the SEND process or practice at Shireland Collegiate Academy should be directed to the Associate Principal, Mr D Irish.

Section 13: Bullying

- The academy takes the issue of bullying very seriously and any incidents reported to staff will be thoroughly investigated.

- Students in the academy have a diverse range of backgrounds and promoting inclusion and a sense of belonging and wellbeing in all students is seen as essential.
- All students receive education in e-safety so that they know how to manage social media and work safely online. Opportunities are also provided for parents to increase their knowledge in this area.