### 

### CURRICULUM POLICIES

### SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

**Reviewed and updated by the Full Governing Body: March 2014**

# Special Educational Needs and Disability (SEND) Policy

# This policy accepts the definition of Special Educational Needs (SEN) as set out in the SEND Code of Practice 2014 and the Children and Families Act 2014, taking account of paragraph 3 of Schedule 10 of the Equality Act 2010. This policy replaces the Special Educational Needs and Disability (SEND) Policy relating to the former SEN Code of Practice.

**Aims/objectives**

The Governing Body and teaching staff at Paignton Community and Sports Academy, aim to secure the most appropriate provision for any pupil who has special educational needs or disabilities and ensure that, where there is evidence that the pupil has significant needs, those needs will be made known to all who are likely to teach him or her.

In order to meet the aims of this policy we seek:

* To help each pupil develop his/her potential to the full,
* To ensure that each pupil leaves school with the core skills of literacy, numeracy and social independence, which s/he will need in adult life,
* To help each pupil to learn to appreciate and value his/her own strengths,
* To enable pupils to have the skills to take their place in society.

**Persons responsible for overseeing the implementation of this policy within school**

Brian Chapman – Head of Learning Support

## Angela Bubbear – SEN Governor

**Monitoring/review**

The Governing body will annually review the policy to ensure that all pupils regardless of race, gender or disability have access to a broad, balanced, coherent and relevant curriculum, including the National Curriculum.

The Academy has allocated governors from the governing body to monitor and challenge the implementation of this policy. The governors have a regular review meeting (minimum of two per academic year) with the Head of Learning Support to discuss and evaluate the policy and its implementation.

**KEY STAFF**

**Head of Learning Support**

## **SEN Governors**

**Key Stage 3**

Literacy Co-ordinator

Numeracy Co-ordinator

Gifted and Talented Mentor

Fresh Start Specialists

**Key Stage 4**

Learning Support Manager

Access Arrangements Support Co-ordinator

SEND Assessment Manager

Gifted and Talented Mentor

**Transient Pupil Team**

**Paignton Employability Pathway Programme (PEPP)**

**In-class support**

The in-class support may be provided by the following “additional adults”:

* Grade C Teaching Assistants
* Grade D SEN Assistants or Mentors
* Grade F Mentors

All Learning Support staff are trained to meet the National Standards for Teaching Assistants and encouraged to complete accredited qualifications in Special Educational Needs/Teaching Assistant NVQs.

**The purpose of ‘in-class’ support**

The aim is for the class teacher and the ‘additional adult’ to work together to meet the individual learning needs of all students in the classroom as far as they possibly can.

For students with an existing Statement of Special Educational Needs or a new Education Health and Care Plan, the focus should be on the key objectives listed in their legal document.

For students at School Action Plus (SAP) and School Action (SA), their progress targets and literacy targets should be monitored and kept in mind when meeting their individual needs, their needs will be identified on the SEND Register and extra provision will be listed on the Provision Mapping document. During the Transition period of September 2014 to January 2015, all SAP and SA pupils will be re-assessed for level of need and listed as “SEN Support” on the SEND register and Academy information system (SIMS) in accordance with the SEN Code of Practice 2014.

In all cases the support provided should support the academic progress of students and facilitate the process for students to become independent learners.

**The purpose of withdrawal**

Where students have specific needs which cannot be met within a whole class situation, there is sometimes a need for student withdrawal. This could be to simply provide a more conducive environment, e.g. for pupils with significant attention or concentration difficulties, or to provide specialist small group or individual support work with a trained member of the Learning Support Team. This will develop skills and learning characteristics that will lead to fuller, longer term inclusion.

**Admission arrangements**

Admissions adhere to the L.A. guidance given in the Torbay Council Admissions policy and available through the Torbay Council Website.

* Pupils with SEND who are resident in the schools' priority area will be admitted except:
  + Where a statement of special educational needs specifies alternative provision.
  + Where the school is able to show that the provision required to meet the needs of a student, as specified in a statement of special educational needs, cannot be met.
  + Where parents of a child with SEND obtain a place elsewhere.
* Parents of pupils with a statement of special educational need and Children in Public

Care will be given a place even if to do so would cause the school to exceed its standard number. (This is subject to statutory consultation).

**Inclusion**

Paignton Community and Sports Academy actively seeks partnership between itself and special schools in the Torbay LA area.

Paignton Community and Sports Academy will accept pupils on a dual placement basis (school and special school) when facilitated by the L.A. in agreement with parents and partner schools.

All pupils are supported and encouraged to participate in all aspects of Academy life, and have equal opportunity to do so in accordance with the Academy Equality policies and the terms of the Equality Act 2010.

**SEND Specialisms**

Paignton Community and Sports Academy caters for pupils with:

General Learning Difficulties

Specific Learning Difficulties (SpLD)

Autistic Spectrum Conditions (ASC)

Speech Language and Communication Difficulties (SLCN)

Visual Impairment

Auditory Impairment

Physical Disability

Emotional, Social and Mental Health Difficulties

The Academy also caters for other difficulties with objectives stated within a statement of SEN or Education Health and Care Plan which the school in consultation with the LA and parents feel can be met within Paignton Community and Sports Academy.

Adaptations have been made to the buildings to ensure access for pupils with mobility and visual difficulties.

At Key Stage 5 (post-16), the academy provides the Paignton Employability Pathway Programme (PEPP), which enables pupils with SEND to complete qualifications at Foundation Level 1 and 2 which support a move in to work based training, employment or further education.

**Resources**

Paignton Community and Sports Academy is funded for SEN based on a formula which has reference to the number of pupils attending who are registered as having special educational needs in the SEND band to which the school belongs.

Money is made available via the L.A. delegated to individuals with Statements of Special Educational Needs and Education Health and Care Plans.

The Principal is delegated by the governing body the task of agreeing with the Head of Learning Support each year what proportion of the financial resources are used for paying the Learning Support staff and what proportion is used for the purchase of resources.

**Identification and assessment of students**

The main criterion for identification of a child’s difficulties will be lack of progress across the curriculum or continued emotional and behavioural difficulties, which may persist, despite intervention strategies. Some pupils will be discussed with the Torbay’s educational psychologists and some may be seen for individual assessment work, particularly if there is evidence that they meet Torbay L.A. criteria for requesting statutory assessment of special educational needs under the 1996 Education Act. The appropriate forms will be used for recording and referral as necessary.

**Learning Assessments**

On entry in Year 7 or on arrival at the Academy:

**Reading and Spelling:** The “Access Reading” standardised reading test is administered to Year 7 students on entry to establish reading comprehension ability and identify need. The “Graded Word Spelling Test” is also used to establish a standardised spelling ability.

**Writing:** The “Detailed Assessment of Speed Handwriting” (DASH) test is completed by all pupils on entry to the academy to assess handwriting skills.

**Numeracy:** All Year 7 students take a Numeracy test, which is administered by the maths faculty at the end of September to facilitate initial ‘setting’ in the faculty.

**Emotional Health:** The NHS derived “Strengths and Difficulties” (SDQ) questionnaire is used on entry to assess emotional wellbeing.

The Head of Year 7, Pastoral Manager, Head of Learning Support and the SEND Assessment Manager have liaison meetings with our feeder primary schools prior to transition into Secondary School. Transition meetings for parents are held with the Head of Learning Support and the SEN Assessment Manager at feeder primary schools prior to Induction days.

The Head of Learning Support and the SEND Assessment Manager have liaison meetings with teachers and Special Educational Needs Co-ordinators at primary feeder schools prior to transition into Paignton Community and Sports Academy, and transition meetings for parents are held with the Head of Learning Support and the SEND Assessment Manager at feeder primary schools prior to Induction days to allow parents to discuss concerns in advance of pupils transferring to the academy.

Nurture groups are used in years 7 and 8 to support the most vulnerable and academically needy pupils. These groups are based upon a “primary school” model, with a regular “class teacher” and dedicated In-class SEN Assistant linked to the groups.

During the first month in Year 7 pupils are observed by teachers and Learning Support staff to ensure that the information that we have on students is as complete as possible. This is then ongoing throughout their time at Paignton Community and Sports Academy.

Both students and parents/carers have the right to self refer. Such referrals are considered in detail by SEND staff and outcomes clearly communicated.

A review of the SEND register takes place each term and this is published for all staff.

Assessments for Dyslexia, processing speed, writing speed and reading/spelling ability are made for pupils identified with need, or referred by staff/parents.

Assessments for “Access Arrangements” for external examinations are made during years 9, 10 and 11 and are conducted by specialist staff in Paignton Community and Sports Academy. Such arrangements may need the provision of specialist support for examinations such as extra time, use of a reader or scribe.

Therapy work based upon Social, Emotional Aspects of Learning (SEAL) is conducted for identified pupils in agreement with pastoral staff and parents. More concentrated therapy is available via the THRIVE programme which is available to Key Stage 3 pupils on a one to one basis, agreed with pastoral staff and parents.

An Educational Psychology service is provided one day per week by agreement with Torbay LA. The psychologist is available to carry out full educational psychology assessments, provide advice and guidance to staff, parents and pupils, and work closely with SEN staff to aid development of provisions for SEND pupils.

Outreach staff are used to provide advice and support for staff and pupils in dealing with certain difficulties. West of England School for the Visual Impaired is a key service used by the Academy with regular training and advice sessions delivered to staff and pupils. Torbay L.A. specialist teachers for ASC, Behaviour and Learning difficulties are consulted and employed as required.

**Access to the Curriculum**

All pupils have access to a broad and balanced curriculum and are assessed against National Curriculum criteria in line with the Paignton Community and Sports Academy policy. Individual adjustments are made to the curriculum to meet individual pupil needs at both Key Stage 3 and Key Stage 4.

The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach. Teachers will plan lessons with regard to pupil individual needs in accordance with the Academy policy.

**Effectiveness of the SEN policy**

The success of the policy is gauged by:

* Staff awareness and support of individual pupil needs
* The academic success of pupils being supported by the funding allocation for non-Statemented and Statemented special educational needs
* The success of pupils being supported through a Statement of SEN or an Education, Health and Care Plan in meeting the stated objectives.
* Consultation with parents regarding progress

Progress and achievement are celebrated and supported throughout the Academy by use of assessment data collected for each pupil:

At Key Stage 3 all students are assessed on entry and throughout the Key Stage. Progress through the Key Stage can then be charted and measured against KS2 achievement predictions.

At Key Stage 4 effectiveness is judged by the number of pupils with SEND who complete their school careers having successfully reached or exceeded their Key Stage 2 – 4 targets.

**Transition**

Transition plays a key role in the Academy, as well as transition plans for pupils between Key Stage 2 and Key Stage 3, plans are made for pupils with SEND during the transfer between Key Stage 3 and Key Stage 4 (which includes the change of school site). In both cases plans are developed for individual pupils to help support them cope with significant changes in their education.

Transition plans are constructed for all pupils with statement of SEN or Education Health and Care Plan from Year 9 through to the point at which they leave the academy. The Transition plan considers the ability to cope with life outside of education, life skills, including personal care, money skills, and career plans.

**Gifted and Talented Pupils**

Gifted and Talented pupils are supported by a Mentoring programme from Year 7 – 11. Their individual needs and progress are monitored and developed by a team of mentors who also provide advice and guidance on academic subjects, further education beyond Year 11 and higher education. The Academy Gifted and Talented policy has been developed to ensure good progress for the more able pupils.

**Pupils with entitlement to Pupil Premium**

Pupil’s individual needs and progress are monitored and developed by an Assistant Principal who also provides advice and guidance on academic subjects, access to enrichment activities and support and advice to parents.

**SEND In-Service Training**

The Head of Learning Support attends the termly support meetings organised by the L.A. and other CPD events that are relevant to the Learning Support provisions in the Academy or other whole school objectives.

All Learning Support staff attend training days organised by Paignton Community and Sports Academy and all Learning Support staff receive the same access to the Academy CPD programme as teaching staff in the school.

External providers may be commissioned to give training tailored to the needs/roles of the Learning Support staff.

Training is provided for all staff by the Head of Learning Support on SEND specific subject matter.

As part of the Paignton Community and Sports Academy staff CPD programme all staff have the opportunity to attend CPD sessions aimed at refreshing and updating knowledge and awareness of SEND issues.

New staff, Student teachers and Non Qualified Teaching staff all have a planned training programme which includes SEND awareness provided by the Head of Learning Support.

**Parents & Carers**

Parents and carers are encouraged to meet with the Head of Learning Support and the Learning Support staff whenever this is convenient to discuss individual needs or concerns. Information evenings are provided for key transitions within Paignton Community and Sports Academy and Learning Support staff are available at all parent evenings and year related events.

In addition to the regular parental meeting arrangements in the academy: all pupils supported at “SEN Support”, with a Statement of SEN or Education Health and Care Plan, will have regular reviews of their SEND provisions with a specialist member of the Learning Support Team. This meeting will establish target outcomes and suitable provisions to support the pupil’s individual needs.

**Linked Policies**

This policy document should be considered in conjunction with other linked policy documents within the Academy, most notably:

Learning and Teaching

Gifted and Talented

Disability Equality

Social Inclusion

Accessibility

Curriculum

Numeracy

Literacy

**Arrangements for the Treatment of Complaints**

Parental complaints are referred to the Head of Learning Support who will investigate. If necessary the complaint will be referred to the Senior Management Team who will implement the Academy Complaints Policy. Internal complaints are referred through the Head of Learning Support, who investigates and reports back to the Senior Leadership Link, who will implement the complaint procedure as necessary.