

One Degree Academy

Students with Special Educational Needs Policy

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Author	ASA
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Students with Special Educational Needs (SEN) & Disabilities

1. Introduction

- 1.1. One Degree Academy aims to be a fully inclusive community for students with SEND as outlined in the inclusion and curriculum statements.
- 1.2. The fundamental principles set out in the Children and Families Act 2014 underpin this policy. It also incorporates the three key principles: -
 - the views, wishes and feelings of the child or young person, and the child's parents
 - the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
 - the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood
- 1.3. One Degree Academy will meet the needs of all students with SEN or disabilities who are admitted to the academy. For this to happen effectively the whole academy staff will be jointly responsible for implementing policy and practice. This policy embeds provision into everyday practice and systems, matched to the nature of students' needs.

2. Policy framework

- 2.1. The views and wishes of the students will be taken into account. Students will be fully involved in setting the targets and agreeing the strategies, support, approaches and courses to achieve those targets. Students will be actively encouraged to track their own progress and supported in recognizing their achievements and reviewing their targets. Students will be fully involved in the transition phases, when entering One Degree Academy, when transferring between Key Stages and when moving on to college or work.
- 2.2. Parents or carers will be included fully as partners in the decision making process. Their views and understanding of the child's needs will be taken fully into account.
- 2.3. One Degree Academy's assessment and monitoring protocols will ensure that all SEND students are identified early. In addition, there will be a 'student alert' system whereby any significant difficulty with learning or behaviour not previously identified is brought to the attention of the named SENCo/Assistant SENCo

through a pastoral sifting system. The particular needs of students who speak English as an Additional Language and also have SEND will be carefully assessed within One Degree Academy's assessment systems.

- 2.4. All One Degree Academy teachers are teachers of SEND. One Degree Academy staff will keep abreast of best practice when devising intervention, support and provision following the graduated system of SEN Support as set out in the Code of Practice.
- 2.5. The interventions and provision set out for students will be reviewed regularly to assess their impact and the child's progress, taking into account the views of parents, teachers and the child. The key SEND Team members, ie. teachers and teaching assistants will all contribute to this review. The review timing will vary according to the circumstances and the level of need.
- 2.6. There will be close co-operation and co-ordination between all agencies and a multi-disciplinary approach to devising provision and resolving issues.
- 2.7. Students with SEND and disabilities will be enabled to have full access to their entitlement to a broad, balanced and relevant curriculum. One Degree Academy will ensure that access to the curriculum includes physical, visual, auditory, emotional, behavioural, social, cognitive, literacy, and numeracy access and the means by which to achieve well and make a valued contribution.

3. Staffing and Systems

- 3.1 The Governors of One Degree Academy shall designate a person who shall be the responsible person for the purposes of implementing the SEND policy. (These responsibilities are spelt out in detail in the sections preceding this policy statement.) There will be a whole-academy approach to providing for students with SEND. Where required, staff in One Degree Academy will have a SEND brief and job description to ensure that provision is embedded within the normal academy curriculum and provision. All interviews for appointments to One Degree Academy will make clear the SEND responsibilities of the post and will seek commitment to those responsibilities.
- 3.2 All students with SEND will spend all or almost all of their time in regular lessons. However, One Degree Academy will provide a support system to help those students with the most significant educational or behavioural difficulties to enable them to make progress and succeed. These students may require sessions of support from a relevant person or group.
- 3.3 The primary responsibility for ensuring that resources, goals and curriculum are appropriate will be that of the subject teacher. The subject teacher will be made accountable for ensuring that achievement and progress are also appropriate to that student. Therefore, the key

people in the SEND team will be the subject teachers for each individual student. They will be required to differentiate lesson delivery and materials and set achievable goals to ensure that the students experience success. All subject teachers will be required to refer to the information provided on students with SEND and plan lessons accordingly.

- 3.4 Many students with SEND will be allocated teaching assistant time. Others will be sharing general teaching assistance in lessons. Therefore, the second key person in the SEND team will be the teaching assistant. They will have full knowledge of the students' needs, provision and targets. They will be responsible for keeping records with the student in lessons and may be asked to support the teacher by further adapting work or materials or giving support to the student. Teachers will be required to seek and utilise information provided by teaching assistants where appropriate.
- 3.5 Form tutors and members of the house team are allocated to individual students at One Degree Academy and will play a key role in overseeing the progress and achievements of students with SEN and in liaising with the Named SENCo/Assistant SENCo. They will be responsible for developing and reviewing IEPs in liaison with the named SENCo/Assistant SENCo, subject teachers, teaching assistants, associate support staff, outside specialists, parents, carers and the student. Subject leaders will work with the SEN team to ensure that the subject curriculum, assessment and lesson plans are well matched to the needs of the students with SEN. They will be responsible for disseminating student information to each subject teacher and will be accountable for the progress and achievements of students with SEN in that subject.
- 3.6 Various support agencies, including speech therapists, physiotherapists, occupational therapists, educational psychologists, sensory impairment specialists, literacy and numeracy basic skills staff and medical staff will represent the fourth tier of staffing provision. Their role will be primarily to support and guide the subject teachers in providing appropriate strategies and recommendations through written reports following assessment. They may under exceptional circumstances withdraw students for one to one or small group sessions where this can be shown to improve access to and achievement in the full curriculum entitlement. This will not be an alternative to providing an appropriate curriculum and lessons in the first instance.
- 3.7 The Named SENCo/Assistant SENCo will lead the SEND team, keeping herself or himself fully informed of all requirements as set out in the Code of Practice and other legislation. The Named SENCo/Assistant SENCo will be a senior member of One Degree Academy leadership and will have a key role in curriculum development. The Named SENCo/Assistant SENCo will liaise with each subject department lead and will provide them with simplified information on each student with SEN to be divided and disseminated where relevant to subject teachers.

- 3.8 The Named SENCo/Assistant SENCo will advise and support subject teachers and other practitioners in One Degree Academy setting and outside in fulfilling their role as part of the SEND team. In this role the named SENCo/Assistant SENCo will lead and co-ordinate staff development for SEND provision and practice.
- 3.9 The Named SENCo/Assistant SENCo will work with the learning mentors to support them in their role as the key person in developing and reviewing IEPs and monitoring the progress and achievements of their students with SEN. For transition reviews and annual reviews for students with EHCPs of special educational need the named SENCo/Assistant SENCo will ensure that all appropriate bodies are invited including health and social services, parents, the student, teaching assistants and learning mentors.

The Named SENCo/Assistant SENCo will be responsible for:

- informing the parent that SEND provision is being made for the student because he or she has SEND; ensuring full liaison with other professionals, the student and the parent or carer;
- seeking appropriate advice where necessary; ensuring that appropriate support and strategies are in place;
- ensuring that relevant background information about each student with SEN is collected recorded and updated;
- monitoring progress and achievement to ensure that provision is appropriate and continues to be so;
- regularly recording students' SEN, the action taken and the outcome;
- carrying out non-subject based assessments where necessary and leading in requests for statutory assessment where a student's performance demonstrates significant cause for concern.
- The named SENCo/Assistant SENCo will collate written evidence required for such a request, collected through the systems already in place throughout One Degree Academy.

4 Monitoring, Evaluation and Review

The Principal will provide a report on the implementation of the policy through his termly reports to the governing body on student progress.

This policy will be reviewed each year or sooner in the light of any new statutory legislation and/or following staff/student evaluation and evaluation by the Curriculum Committee and will be updated to reflect any statute or changes in law.

5 Links with other policies

Safeguarding/Safer care Code of conduct, Behaviour for Learning, Equal Opportunities, Racial Equality, Gifted & Talented DfE - Special Educational Needs & Disabilities code of practice (January 2015)