



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Date policy reviewed and approved	January 2017
Reviewed	Annually
Next Review Date	December 2017

Policy Information

Development and Implementation

This policy was developed after consultation with Governors, Senior Leaders, Staff and other stakeholders. We accept the wider definition of Special Educational Needs and Disability (SEND) contained in the SEND Code of Practise 0 to 25 relating to part 3 of the Children and Families Act 2014. At PBTA we understand our responsibility to have ‘due regard’ to the considerations and implications set out in the Equality Act 2010. In doing so, we aim to prevent discrimination, to promote equality of opportunity and to foster good relations. This policy is available on our website and staff virtual learning network. It interlinks with our Behaviour Polices, Pastoral Care Policy and Anti Bullying Policy.

Named Personnel with designated responsibility for SEND Academic Year 2017-2018

Katie Lowbridge – Assistant Headteacher (Inclusion) & acting SENDCo
 Jane Brothwood – Deputy SENDCo

Policy Review Dates

Last Review Date: December 2016 by Susan Lewis (AHT – SENDCo)

Ratification by Governing Body

Dec 2016

Training for key SEND Staff

Dates	Course Title	Staff
2017	PGcert SENCO National Award	Katie Lowbridge
2016	ADHD	Paige Maher
2016	Autistic Spectrum Condition	TAs /SEND Champions
2016	Autism Awareness	Tracey Brookes
2016	NASEN-Focus on SEND - Secondary	Teaching and support staff
2017	ASC	Jane Brothwood

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Introduction

All schools have statutory responsibilities for students with Special Educational Needs and Disabilities (SEND) as stated in the SEND Code of Practice (2015) and as such, at Arena Academy we recognise that all students are entitled to an education appropriate to their individual needs.

This education should enable them to:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training

To support our students, we are committed to ensuring that:

- SEND is a leadership priority
- A clear process of early identification of students with SEND
- High Quality Teaching
- Using the four part cycle of Assess- Plan- Do- Review
- Effectively tracking the progress and attainment of SEND students through a culture of high aspirations and expectations.

At Arena Academy our aim is to ensure that every child regardless of needs or disability achieves his or her true potential. Students who have difficulties that affect their learning are recognised as needing specific types of support. These difficulties could be one or more of the following:

- Communication and Interaction -Autism Spectrum Condition(ASC), Specific and Language Impairment (SLI)
- Cognition and Learning- Dyslexia, Dyspraxia, Dyscalculia, Mild Learning Difficulties
- Social, Emotional and Mental Health – ADHD, ADD, emotional difficulties, mental health difficulties
- Sensory and/or Physical Needs – Hearing Impaired, Visually Impaired, Medical Needs, Physical Disability

To ensure that students with special education needs and/or disability (SEND) get the support they need, we are committed to providing high quality teaching and working in partnership with parents, external agencies and other stakeholders to ensure that students receive the support they need to succeed.

Early Identification

A pupil has SEND where his or her learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. **(SEND Code of Practice 2015)**

At the start of Year 7, we assess and analyse the data from students' baseline assessments in all subjects as well as their Group Reading Tests (GRT) scores. Where students are highlighted as being below expected levels or who are already on the SEND register from KS2, their needs are fed back to staff, in order to provide the additional support needed.

The school also gathers information from a number of professionals and external agencies where appropriate:

- SENCO or Deputy SENCO liaise with primary schools where information is shared on students who need support
- Communication with external agencies, e.g. paediatrician
- Concerns raised by teachers/parents/carers
- Access to Education e.g. Pupil School Support , Educational Psychologist

On- going Identification

Whole school assessment procedures are carried out for all students including those with SEND and targets are set and reviewed regularly.

The data collected on students is examined carefully and those who are behind the expected levels across the curriculum are not automatically placed on the register but are provided with the teaching they need to make the progress required. If however, high quality teaching does not address the problems faced and students require additional support above and beyond their peers, then students may be identified as having special educational needs.

High Quality Teaching

"High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN". **(SEND Code of Practice 2015)**

Subject teachers are responsible for delivering High Quality Teaching and tracking and monitoring the progress of students in their lessons. They are also supported by the school SENCO and teaching assistants to help them to understand students' needs and develop strategies and resources to enable students to engage in learning. Students who are significantly below expected levels of progress across the curriculum will be given additional support.

These might include:

- Assistant teacher support in the classroom

- Withdrawal groups – where students have pre-arranged sessions for example, literacy, numeracy or both
- Targeted enrichment sessions- Reading
- Mentor sessions – study skills, organisation skills, social skills

Assess- Plan- Do- Review

“Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special education needs in place. The SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and what supports the pupil in making good progress and securing good outcomes” (SEND Code of Practice 2015)

At Arena, we use the Graduated Approach “assess, plan, do and review” to evaluate the learning progress of students in order to provide effective interventions.

In addition:

- Assessments provide data that track the progress of individual students and match provisions to their needs.
- Teachers and Assistant teachers meet regularly each term with Head of Faculty at Student Progress Meetings (SPM) to discuss students’ progress, attainment and intervention.
- At the end of each term, all students are tested, in order to track progress and results from this are tracked and reviewed to ensure that the provision in place to support students’ needs is effective. To support with these tests, where appropriate, special access arrangements are made depending on students’ needs.

Partnership Approach

At Arena, we are clear about the vision we have for our students. Working in partnership with staff, students, parents and other stakeholders, we strive to ensure that the vision is accomplished where:

- Students achieve their true potential academically
- Students develop the right skills, attitudes and knowledge that will help them transition into lifelong learning or employment.
- Students make a successful transition into adulthood, as responsible citizens, each in his/her own right.

Curriculum and Pastoral Support

High Quality Teaching

- Resources to support students in all areas of the curriculum
- Teaching and support staff regularly assess students' progress to allow for differentiation within the curriculum and to provide purposeful intervention.
- Graduated Approach- (Assess, Plan , Do, Review)
- Students are given the opportunity to take part in extra-curricular activities and given leadership opportunities throughout their school career



Support

- Key Stage Transition Support KS2 to KS3
KS3 to KS4; KS4 to Post 16
- Homework Club- help and advice
- Personal Development Plans- lists learning targets and strategies for teachers and students
- Peer Mentoring
- Teaching Assistant Mentors
- Teaching Assistant support in some lessons
- Exam Access Arrangements where appropriate
- Year 11 support with college applications and career pathways

A Partnership Approach

- We work with a growing number of agencies to seek advice and follow recommendations e.g. CAT (Communication and Autism Team) PSS (Pupil and School Support) School Nurse Health and Social Care
- We aim to involve parents/carers and child regarding decisions around learning and support.
 - Parent Voice
 - Student Voice
- We provide families with contact information for organisations that can offer further advice and support



Support

- Use of Personal Development Plans or EHCP
- Support from other external agencies
- SEND Surgery once a term
- Member of the SEND team available at all review meetings
- Referrals to outside agencies as required
- Access to whole staff training if required via Senior Leadership Team
- Support from Pastoral Manager/Teams
- Support from Attendance Team

Monitoring and Evaluating the Policy

Arena Academy has a duty of care in ensuring that the SEND policy is fully implemented and that good outcomes for all children and young people with SEND remain a priority. To ensure that our SEND service is of a high standard we will:

- Have timely SEND audits and reviews of provision
- Provide specialist assessment where appropriate
- Offer support for identification and intervention
- Attend SEND Network meetings to inform and share good practice
- Provide Continuing Professional Development for staff
- Work in partnership with staff, parents and other stakeholders

For more in depth information on SEND, please see the SEND Information Report on our website.