



# SEN Policy

## Appendix 2

(to Redditch RSA Academies Trust SEN Statement of Intent)

Approved by Ipsley CE Local Academy Governing Board

29<sup>th</sup> September 2015

Review Date : Autumn 2018



**APPENDICES (Appendices to be attached specific to each school within the Trust providing specific details under the four following headings.)**

**SESCO SPECIFIC ROLES & RESPONSIBILITIES Appendix 1**

**IDENTIFICATION, ASSESSMENT, PROVISION AND REVIEW: Appendix 2**

**TRANSITION AND ADMISSIONS ARRANGEMENTS Appendix 3**

**ACCESS ARRANGEMENTS Appendix 4**



## **SPECIFIC ROLES & RESPONSIBILITIES Appendix 1**

Local Academy Governing Boards (LAGB) must ensure that there is a qualified teacher designated as SENCO for the school. This teacher must also hold the postgraduate National SENCO award or be working towards it within 3 years of appointment to the role.

The **Special Educational Needs Coordinator (SENCO) supported by the relevant Key Stage Assistant SENCO** is responsible for:

### **Students**

- Using baseline data to identify and monitor all students with SEN.
- Informing teaching staff of students SEN and the provision needed.
- Maintaining the school provision map.
- Ensuring the correct provision is in place for all students with SEN.
- Monitoring, evaluating and reviewing the curriculum that is in place for all students with SEN.
- Ensuring that access arrangements are in place, when required, for external examinations.
- Coordinating smooth transition from feeder schools, and to higher education establishments – attending and organizing meetings where appropriate.
- Conducting Annual Reviews and monitoring the progress of Statemented students and the process of transferring Statements over to Education Health Care plans.
- Liaising with parents of pupils with SEN through parents' evenings and interim meetings where appropriate.
- Leading the Learning Support department which provides Wave 1, Wave 2 and Wave 3 interventions.
- Overseeing the smooth running of the Inclusion HUB.

### **Staff**

- Overseeing and leading the Achievement Assistant Team.
- Liaising with Directors of Learning & Standards, Heads of Year and the school Governor with responsibility for SEN.
- Working collaboratively with the Student Support Team to ensure the correct provision is in place for all students.
- Acting upon 'referrals' from staff.
- Arranging and delivering appropriate whole school CPD on Inclusive Education.

### **Other Responsibilities**

- To liaise with outside agencies and county support services where necessary. These include the Complex Communication Disorder Team, Hearing and Visual Impairment Team, Speech and Language Therapy Service, Chads Grove Outreach for Physical Disabilities, Child and Adult Mental Health Service. In addition the SENCO may liaise with Social Services, Health services, the Early Help Team, Family Support workers and Educational Welfare Officer.

**Subject Teachers** are responsible for:

- Meeting the individual needs of the students in their classes, by regularly checking and acting upon information provided by the Inclusion Team.
- Ensuring that schemes of work are appropriate for the needs of all students that they teach.
- Using differentiation appropriately in all lessons, following advice from SEN passports.
- Setting achievable, but aspirational, targets for individual students and evaluating the success of these targets.
- Contributing to the Annual Review of Statemented students or those with Education Health Care Plans.
- Referring students who are having difficulties to the Inclusion team, via the online school referral form.
- Attending training sessions provided by the SENCO/Assistant SENCO
- Using Achievement Assistant support available in lessons appropriately and liaising with the Achievement Assistant in advance, of how best to support an individual.



- Form tutors and class teachers are learning mentors, who write personal targets for pupils for all staff to implement.

The Principal, SENCO and the School's leadership team has the responsibility to ensure the implementation of the SEN Policy.

The appointed governor for SEN plays a vital role in ensuring that SEN stays on the LAGB agenda and will make every effort to ensure that the necessary special arrangements are made for pupils with SEN.

**The current SENCO at Ipsley CE RSA Academy is:**

Mrs Tracey Harvey – Director of Inclusion (SENCO)

**The current Assistant SENCO's are:**

Miss Sharon Elvins (KS2)

Mrs Karen Edwards (KS3)

If you have any concerns about your child's educational needs, please do not hesitate to contact the relevant Key Stage Assistant SENCO at the school address.



## **IDENTIFICATION, ASSESSMENT, PROVISION AND REVIEW: Appendix 2**

Where a student is identified with SEN, Ipsley will take action to remove barriers to achievement and put effective SEN provision in place. This takes place in the form of a four-part cycle known as the Graduated Response.

### **The Graduated Response**

#### **Assess**

Ipsley CE RSA Academy has a clear and structured approach to identifying and responding to Special Educational Needs. As a school, we recognize the importance of identifying students' additional needs and we strive to identify these at the earliest point possible, with consequent follow-up of effective provision to improve long-term outcomes. Ipsley will carry out baseline testing with all students on entry to the school and assess each student's current skills and levels of attainment. Those who fail to meet age-appropriate scores will have further individual specialized tests carried out to assess further need.

The Inclusion Team and subject teachers make regular assessments of progress for all pupils. These seek to identify students making less than expected progress related to age and individual circumstance. This can be characterized by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the student's previous rate of progress
- Fails to close the attainment gap between the student and their peers
- Widens the attainment gap.

It can also include measures of progress in areas other than attainment, such as behavioural, emotional and social skills.

The Inclusion Team have a referral system for staff to highlight concerns. The team will fully investigate all referrals through additional diagnostic testing from the Trust's in-house diagnostic tester or further outside support agencies.

Ipsley has a very proactive approach to assessing Special Educational Needs and wider issues relating to Mental Health difficulties and behavioural, social and emotional disorders.

#### **Plan**

Once a student has been identified as requiring additional support, parents/carers will be formally notified of the intervention and support in place. Parents/carers will also be notified of a young person being placed or removed from the SEN register at SEN Support.

All students who are placed on the SEN register will have a Special Educational Needs Passport drawn up to outline their specific needs and to inform staff of how to differentiate their lessons to provide quality first teaching and inclusive education for the individual. It is school policy that staff read and adhere to the advice contained in these documents.

Furthermore, all students on the SEN register will be allocated a key worker within the Inclusion Team who will conduct bi-annual passport reviews, set SMART targets and feedback to parents.

#### **Do**

All teachers are teachers of SEN and therefore will remain responsible for working with students on a daily basis, with support and advice from the Inclusion team.

In addition, the Inclusion Team will provide in-class support where required, through the Achievement Assistant team and additional lessons through small group interventions in a variety of skills and subjects.



The SENCO supported by the Assistant SENCO will support all staff and pupils within the school to ensure Inclusive Education for All.

### **Review**

The effectiveness of support and intervention is reviewed throughout the year. At the end of each intervention impact will be measured through academic progress, attendance and parental, student and staff feedback. Where a student continues to make less than expected progress, despite evidence based support, the school will consider involving specialist agencies. Permission from parents/carers will be sought before any specialists are contacted.

If your child is on the SEN register, you will have the opportunity for direct contact related to your son/daughter's progress, with a representative of the Inclusion team, at least three times per year. This contact can include; opportunities to meet with the SENCO or the relevant Key Stage Assistant SENCO at the annual parents' evening, official letters, feedback related to SEN targets, annual reports, learning assessments, phone calls home and individual meetings where requested.

If at any time a parent has concerns about their child, the Inclusion Team would welcome a phone call to discuss this further.

### **Education Health Care Plans**

As a parent you have the right to request an Education Health Care Needs Assessment if you believe that, despite Ipsley taking relevant and purposeful action to identifying, assessing and meeting the needs of your child, they have still not made expected progress. If you would like to request an Education Health Care Needs Assessment, please contact the SENCO or relevant Key Stage Assistant SENCO to discuss this further.

The following people have the specific right to ask the Local Authority to conduct an Education Health Care Needs Assessment for a young person aged between 0-25:

- The young person's parent.
- The young person over the age of 16 but below the age of 25, and
- A person acting on behalf of a school or post 16 institution (preferably with the knowledge of the parents and young person).



### **ADMISSION ARRANGEMENTS Appendix 3**

Pupils with SEN are admitted within the normal admissions procedure of the school. Parents and pupils are invited to view the school along with all other parents on a Prospective Parents Evening, or on a private inspection through appointment.

The Equality act 2010 prohibits school from discriminating against disabled children and young people in respect of admissions related to their disability. The school admissions Code of Practice requires that a young person with SEN be treated fairly. Admissions:

- Must consider applications from parents of students who have SEN, but do not have an Education Health Care Plan.
- Must not refuse to admit a student who has SEN because they do not feel able to meet their needs.
- Must not refuse to admit a student on the grounds that they do not have an Education Health Care Plan.

Facilities are provided at Ipsley to assist accessibility for all students. This is laid out in the school Accessibility plan.

### **TRANSITION ARRANGMENTS**

Support for students with Special Educational Needs includes the planning and preparation at key transitional phases of education. For students arriving at Ipsley, a comprehensive package of transitional support is put in place each year. Transition days are planned for students with a variety of needs by both the Inclusion and Head of Year teams. Furthermore, close liaison takes place between the SENCO, relevant Key Stage Assistant SENCO, current Head of Year and the feeder schools to ensure necessary personalized provision and information is taken into account in advance of the students joining the school.



#### **ACCESS ARRANGEMENTS AT Ipsley CE RSA Academy Appendix 4**

Access arrangements are agreed for individuals before official assessments take place. They allow students with special educational needs, disabilities and temporary injuries to:

- Access assessments;
- Show what they know and can do without changing the demands of the assessment.

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a student who is disabled within the meaning of the Equality Act 2010, would be at substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage

The Inclusion Team at Ipsley uses key diagnostic testing and history of need to apply to awarding bodies to enable individuals' access arrangements for external exams. All exam access arrangements follow the government regulations and are applied for using the National Curriculum Assessment (NCA) tools website.

The SENCO with support from the Assistant SENCO's, all teaching and support staff and members of the Senior Leadership Team will determine and implement appropriate access arrangements at Ipsley.

