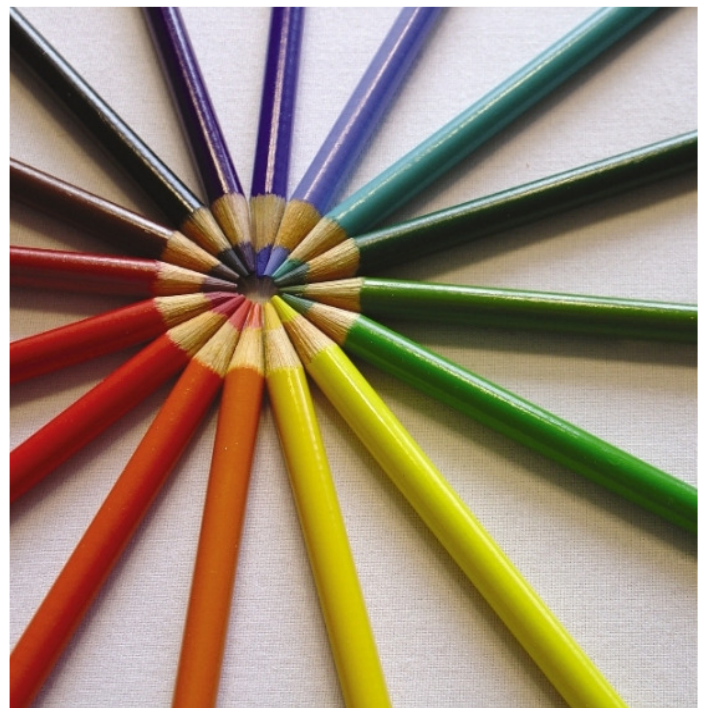
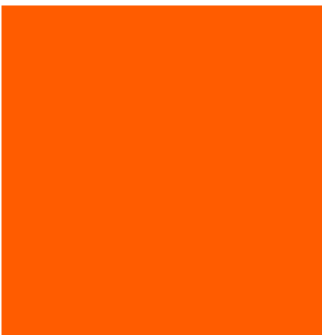


Special Educational Needs (SEN) Policy
Implementation: September 2007
Review: Currently under review Spring 2010



1 Introduction

- 1.1 All children, wherever they are educated, need to be able to learn, play and develop alongside each other within their local community. Parents must be able to have confidence that their children's needs are being met quickly and effectively throughout their education and as they move into adult life.
- 1.2 We take our lead from how Christ treated people with special needs – respectfully, kindly and putting them ahead of others.
- 1.3 Young people identified as having Special Educational Needs (SEN) have the same common needs and the same rights as other children at the same stage of development.
- 1.4 All young people should have access to an appropriate curriculum, with teaching and learning strategies that maximise achievement and prevent failure by removing barriers to learning and providing a wide range of learning challenges.
- 1.5 What is good for students with special needs is good for everyone.

2 Aims of this Policy

- 2.1 To comply with the Special Educational Needs [Provision of Information by Local Education Authorities] [England] Regulations 2001 and publish the information as set out in the Education [Special Education Needs] [information] [England] Regulations 1999 at ANNEX A.
- 2.2 To communicate how the Academy will have regard to the Special Educational Needs Code of Practice when carrying out its duties toward all students with special educational needs.
- 2.3 To define special educational needs and the Academy's provision for students with special educational needs.
- 2.4 To inform parents how the Academy will do its best to ensure that the necessary provision is made for any student who has special educational needs.

3 Review Arrangements

This policy will be reviewed annually by the Inclusion manager (support), ALT and governors. The SEN provision will be evaluated as part of the Academy review.

4 Academy vision for Special Educational Needs

- 4.1 It is our aim that every child:
 - Is fully included in Academy life, regardless of special educational needs, disabilities, or any other factor that may affect their attainment or ability to feel integrated into Academy
 - Is a successful learner at a pace appropriate to their abilities and development
 - Has their strengths recognised and valued and their weaknesses supported, whether these are social, behavioural, physical, medical, emotional or academic
 - Staff, parents and students will work together to promote individual and group success and achievement

Special Educational Needs Procedures

5 Definition of Special Educational Needs.

- 5.1 An individual need becomes a special educational need when the match between the child's individual needs and the educational setting in which they are placed requires different or exceptional provision from that generally available.

Children will have needs and requirements which may fall into at least one of these areas. Many children will have inter-related needs.

1. Communication and interaction
2. Cognition and learning
3. Behaviour, emotional and social development
4. Sensory and/or physical
5. Medical

- 5.2 A child does not have a learning difficulty solely because the language of their home is different to the language in which they will be taught

6 Graduated Response and Early Identification

- 6.1 There is a continuum of special needs and in response to them we should make full use of available Academy and classroom resources before bringing increasing specialist expertise to bear.
- 6.2. Provision for a student with SEN will match the nature of their needs and these needs will be regularly recorded along with action taken and outcomes.
- 6.3. The Academy will focus its work on early intervention.

7 Adequate Progress

- 7.1 At the heart of the work in each class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities and interests of children. The majority of children will learn and make adequate progress within these arrangements.
- 7.2 Adequate progress is progress which:
- Closes the attainment gap between student and peers
 - Prevents the attainment gap growing wider
 - Is similar to that of peers, but less than the majority
 - Matches or betters previous rates of progress
 - Ensures access to the full curriculum
 - Demonstrates an improvement in skills or behaviour
- 7.3. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range and who are not making *adequate progress* may have special educational needs.

8 The response

- 8.1 If a student is experiencing difficulties the teacher should initially consider and make necessary changes to:
 - Classroom organisation
 - Teaching materials
 - Teaching style
 - Differentiation
- 8.2. If this intervention does not lead to adequate progress then the teacher will consult the Learning Guide and the student to review the strategies that have been used.
- 8.3. This review may lead to the conclusion that the student requires help over and above that which is normally available within the particular class or subject. At this point the Inclusion manager (support) will be consulted and parents will be informed. (The key test of the need for action is evidence that the child is not making adequate progress).
- 8.4. If necessary the student should go on the SEN register at School Action (SA). Once on the register at SA most students will have their Personal Learning Plan (PLP) updated by the Learning Guide with the Inclusion Manager (support) in discussion with parents, student and teachers. This will be implemented in the classroom setting. The PLP will be a more detailed version of their existing Personal Learning Plan.
- 8.5. If despite these interventions progress is still not adequate the student will move to School Action Plus and external support will be sought.
- 8.6. If these interventions do not result in adequate progress a statement may be sought.
- 8.7. At each stage, evaluation of what is being done may lead to the conclusion that the student requires help over and above what he or she is currently receiving.

9 School Action

- 9.1 When the Inclusion Manager (support) in collaboration with colleagues identifies a child with special educational needs who is not making adequate progress, teachers will provide interventions that are additional to or different from those provided as part of the Academy's usual differentiated curriculum.
- 9.2 This will be called School Action. The triggers for intervention through School Action will be concern, underpinned by evidence, about a child who:
 - Despite receiving differentiated learning opportunities makes little or no progress even when teaching approaches are targeted particularly in an identified area of weakness
 - Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the Academy
 - Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum
 - Despite receiving differentiated learning opportunities shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas
 - Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- 9.3 The Inclusion Manager (support) will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and will monitor the action. The

child's teachers will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme where necessary. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action. This information may be held in a PLP.

10 School Action Plus

10.1 The triggers for School Action Plus (SA +) will be that, despite receiving individualised support under School Action, the child:

- Continues to make little or no progress in specific areas over a long period of time
- Continues working at National Curriculum levels below that expected of children of a similar age within the context of the Academy
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

10.2 This stage involves a request for help from external services, following a decision taken by the Inclusion Manager (support) in consultation with colleagues and parents at a learning review meeting. At School Action Plus, external support services will usually see the child so that they can:

- Advise teachers on new PLPs with fresh targets and accompanying strategies
- Provide more specialist assessments to inform planning and the measurement of a student's progress
- Give advice on the use of new or specialist strategies or materials
- Provide support for particular activities/work one on one with the child

10.3 These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the PLP continues to be the responsibility of all teachers.

11 Academy request for a statutory assessment

11.1 For a very few students help given through School Action plus will not be sufficient and in these cases the Academy in consultation with parents and outside agencies may request a statutory assessment in accordance with criteria set out in the policy of the Enfield Local Authority .This could result in a statement of Special Educational needs.

11.2 All children with statements of special educational needs will have short-term targets set. These will be established after consultation with parents and child and will include targets identified in the statement of educational need. These targets will be set out in a PLP and be implemented, at least in part as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the PLP will continue to be the responsibility of teachers.

12 Annual review of a statement of special educational needs

12.1 All statements must be reviewed at least annually. The Academy Inclusion Manager (support) will invite the parents, the LA, and professionals to a meeting where they will consider whether any amendments need to be made to the description of the child's needs or to the special

educational provision specified in the statement. The feelings and opinions of the child will be sought after the meeting. If appropriate the child will be present. The annual review will focus on what the child has achieved as well as difficulties that need to be resolved.

13 Complaints

- 13.1 Any complaints or concerns about specific elements of the Academy's provision for SEN should be discussed with the Inclusion Manager (support). If the matter is not satisfactorily resolved then the Principal should be consulted.

14 Key Principles of the Academy's Special Education Needs Practice

14.1 Admission

Students with special educational needs will be admitted to the Academy in accordance with our admissions policy. The Academy will seek appropriate support as necessary to ensure that individual needs are met.

14.2 Allocation of Resources

The entire Academy budget is used to support and increase inclusion otherwise different from, the educational provision made generally for children of their age.

14.3 Assessment

Some or all of the following information will be used to assess students with SEN in order to discover barriers to their learning and plan suitable specific provision.

- Evidence from teacher assessment and observation
- Performance against level descriptions within the National Curriculum (NC) at the end of a Key Stage
- Progress against National Literacy and Numeracy strategies objectives
- Standardised screening and assessment tools
- Comments from students and parents
- Student interview or self assessment
- Student observation by SEN link/Educational Psychologist
- Standard assessments such as SATs and MidYis
- Curriculum area tests

- 14.4 The key to meeting the needs of all students lies in the teachers' knowledge of each child's skills and abilities and their ability to match this knowledge to finding ways of providing appropriate access to the curriculum for every child. Monitoring of progress will include:

- Profiling of learning styles
- Thinking what else might be done
- Reviewing of current strategies and level of support

15 Four fold assessments

When assessing a child's progress and the appropriateness of provision being made for them we will use fourfold assessment which includes

- Assessment and planning
- Grouping for teaching purpose
- Human resources
- Curriculum and teaching methods

16 Intervention

16.1 Some or all of the following methods of intervention may be used:

- Different learning materials or special equipment
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- Staff development and training to introduce more effective strategies
- Access to LEA support services for one-off or occasional advice on strategies or equipment
- Some group or individual support.
- Changes to classroom organisation
- Use of Different Teaching styles
- Focused LSA support
- Changes in intensity (1 on 1, small group etc) and specificity (teaching skills explicitly) of teaching
- Additional differentiation

17 Partnership with Parents

17.1 We welcome discussion with parents about the way the Academy manages the needs of children with SEN. Copies of this policy are available on request from the Academy office and on our website.

17.2 Partnership with parents plays an essential role in enabling children with SEN to make adequate progress and become successful learners. The Academy recognises that parents hold key information, knowledge and experience about their child. The Academy values the partnership with all parents and is keen to support them in playing an active and valued role in their children's education.

18 Involving Children

18.1 Children with special educational needs often have a unique knowledge of their own needs. And their views will be sought.

19 Links with Other Academies

19.1 The Academy is interested in keeping informed about developments possible to support and complement these.

19.2 The Inclusion Manager (support) will regularly attend Enfield SEN meetings and partnership groups.

19.3 The records of all students transferring to other Academics, for whatever reason, will be passed on promptly to the receiving Academy along with any other information which would support the new placement. Parents/carers are entitled access to any such records or information.

19.4 The Inclusion Manager (support) will liaise with the SENCOs at feeder primary schools about the transfer of Year 6 students. (See transfer section)

20 Links with Other Professionals

20.1 The Academy will maintain links with support agencies and other professionals and work with them for individual support, strategic planning and to advise teachers.

Oasis Community Learning – SEN policy

V1 – Sep 2007

Currently under review – autumn 2009

21 Training

- 21.1 As an Academy we are committed to furthering our knowledge of any new developments in the field of SEN. Various staff members will attend courses and information will be shared and evaluated regularly through informal arrangements, through the learning trios and via staff training.

22 Children whose first language is not English

- 22.1 The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects and in their home language. The Inclusion Manager (support) will support in this process and use the guidance provided in the Language and Curriculum Access Service (LCAS) "Enabling Progress in Multilingual Classrooms" document.

23 Liaison meetings

- 23.1 These are multidisciplinary meetings the aim of which is to share information. These should take place 1 to 3 times a year.
Possible attendees should be Educational Welfare Officer, Child Guidance, Learning Mentors. Definite attendees should be Educational Psychologist (EP), Inclusion Manager (support), a member of ALT, LSAs and Learning Guides.
- 23.2 During the meetings we will:
- Discuss any Academy issues impinging on students and performance eg. staff changes, system changes, areas of concern
 - Discuss issues arising, strategies, future action and necessary training and support
 - Discuss children of concern, in terms of the organisation of support and where further action needs to be taken. This is a useful way of discussing a lot of children quickly without taking up large chunks of EP time
 - Review current Deep Support available in the Academy

24 Inclusion and provision of support

It is the aim of the Academy to provide all support in a fully inclusive manner.

25 Principles of inclusion

- 25.1 Inclusion is about engendering a sense of community and belonging.
We will do this by creating:
- An inclusive ethos
 - A broad and balanced curriculum for all students
 - Systems for early identification of barriers to learning and participation
 - High expectations and suitable targets for children including the setting of suitable learning challenges
 - Systems for responding to students diverse learning needs
 - Systems to overcome potential barriers to learning and assessment for individuals and groups

- Subject teaching that is flexible thus recognising the needs of all students as individuals and ensuring progression, relevance and differentiation. Curriculum content and the speed of lesson presentation will reflect the needs of students.

25.2 This means that children with SEN will generally take part in lessons in their classroom with their peers. Group or individual support will be provided where appropriate. Strategies employed to enable the child to progress will be recorded within a PLP.

26 Personal Learning Plans

26.1 This information is contained in the Deep Support Students (Advice, Guidance, Mentoring and Coaching)

26.2 However PLPs for students with SEN will contain more information about:

- The student's difficulties and barriers to learning
- Teaching strategies to be used
- Provision to be put in place
- When the plan is to be reviewed
- Success or exit criteria
- Outcomes (to be recorded when reviewed)

26.3 PLPs will be reviewed 4 times a year on Learning Review Days and sometimes more frequently at SA+ and statement level.

27 Predictable Needs

27.1 Predictable needs are of high incidence and are usually within the normal range expected in mainstream. Needs arise from children's development, learning styles, rates of progress and individual needs including how they interact with the Academy or other circumstances.

27.2 The Academy will provide for Predictable Needs (PN) from within their own resources without making unusual or exceptional arrangements.

Examples of predictable needs include:

- Mild to moderate learning difficulties,
- Literacy and numeracy including Specific Learning Difficulties.
- Mild to moderate physical/sensory difficulties,
- EBD, social and communication difficulties .

27.3 In determining predictable and exceptional needs we will follow borough guidance and DfES Code of Practice (2001).

28 Exceptional Needs

28.1 Exceptional needs arise where the local authority is required to determine the provision for a particular child.

28.2 Provision is additional to or different from resources available in mainstream including delegated funding.

28.3 Threshold is that the child requires support of roughly 14 hours and above.
Children with exceptional needs have:

- Profound learning difficulties requiring intensive levels of intervention
- Severe to profound sensory, communication and/or physical needs requiring specialist approaches (eg Braille)
- Severe difficulties with physical co-ordination, requiring adult support to support learning, assess with care / physical needs
- Severe autism including challenging behaviour
- Severe EBD and/or mental health issues

28.4 These children will require a range of approaches to address the complexity, severity and intensity of their needs and will need involvement from more than one agency. These students are those who in spite of purposeful interventions over time are failing to make progress in the relevant areas.

29 Statements

A statement is appropriate for a small minority of students whose needs and circumstances are exceptional in that they require support over and above what is normally available in mainstream education. The Academy's practice in applying for statutory assessment of special educational needs is in line with guidance from the local authority.

30 Whole Academy roles and responsibility

30.1 Provision for children with special educational needs is a matter for the Academy as a whole. All members of staff have important day-to-day responsibilities.

30.2 The Academy will always aim to:

- Ensure that teachers in the Academy are aware of or able to identify and provide for those students who have special educational needs
- Include students with SEN so far as is reasonably practical and compatible with the Academy's admissions policy and compatible with the child receiving the special educational provision they need and the efficient education of the students with whom they are educated.
- Work in partnership with parents, external agencies and the Local authority in order to meet the needs of children with special educational needs
- Develop expertise in using inclusive teaching strategies
- Develop the content of the Academy's curriculum to meet the needs, interests and aptitudes of all learners
- Develop resources to support all learners available within Academy
- React quickly to signs that students are experiencing difficulties so that students receive support as soon as possible
- Provide clear information and guidance to the parents of students with SEN so that they understand the nature of needs and provision, and can support their children at home
- Ensure high quality data is available to give students, parents and teachers a clear picture of their progress
- Actively involve young people in decisions about their progress.
- Ensure that students with are not discriminated against
- Keep proper records
- Make a great effort to involve students with SEN in 3Es activities, rather than using this slot for additional intensive learning support
- Link LSAs to Learning Areas and use them as a resource for Learning and Teaching

31. ALT will:

Use delegated resources to ensure all staff:

- Set suitable learning challenges for students
- Remove/reduce barriers to learning
- Respond to students diverse needs
- Ensure this policy is implemented, tracked and supported

32 Learning Guide role

- 32.1 Learning Guides are responsible for the PLPs of all members of their Learning Family. However, where the child has a known or suspected SEN, there will be close collaboration with the Inclusion Manager (support) in order to meet these needs.
- 32.2. Learning Guides should informally review the targets of PLPs with members of their Learning Family who have SEN according to the schedule of regular contact agreed on the PLP. Any knowledge or information gained in such sessions should be recorded and shared with the Inclusion Manager (support).

33 Teacher role

33.1 “All teachers are teachers of Special Needs”

33.2 Teachers will:

- Refer to PLP summaries and incorporate that into their planning
- Help to identify, support and monitor children with SEN
- Provide differentiated, personalised lessons and attempt to meet the needs of all students within a group
- Assess students' progress and where adequate progress is not being made, respond according to the steps outlined above
- Where necessary teachers may be asked to attend review meetings
- Work closely with Learning Guide and Inclusion Manager (support) to decide on action to be taken to help student progress
- Develop strategies to support the targets set out in PLPs
- Share information on good practice/successful strategies with other staff
- Monitor PLP targets informally with students

34 Supporting Learning Team

34.1 The team will:

- Review the SEN Policy and procedures
- Review SEN support and extend where necessary
- Track progress of students on the SEN register
- Co-ordinate provision liaison meetings

34.2 Inclusion Manager (support) will:

- In collaboration with the ALT determine the strategic development of the SEN policy and provision
- Take day to day responsibility for the operation of the policy and co-ordination of provision

- Provide professional guidance to colleagues with the aim of securing high quality teaching for students with SEN
- Develop ways of overcoming barriers to learning and sustaining effective teaching through analysis and assessment of student's needs, by monitoring student achievement and setting targets for improvement
- Liaise with and advise teachers and others related professionals
- Manage the supporting learning team
- Provide relevant training
- Help produce PLPs for students with SEN and ensure these are available for all staff
- Oversee records on all students with SEN and keep these up to date.
- Liaise with parents of students with SEN
- Provide support for Students with SEN and where appropriate individual tuition
- Be involved at all stages of the referral process and ensure that the graduated response runs smoothly
- Produce all relevant forms and assessment tools linked to the referral process
- Conduct annual reviews
- Monitor student achievement across year groups in consultation with colleagues in order to identify/track progress of children with SEN.
- Ensure all teachers are aware of the students with SEN whom they teach
- Develop and manage any interventions for supporting learning

35 Parental role

- 35.1 All parents of children with SEN will be treated as partners. They will therefore:
- Communicate openly and effectively with the Academy and alert them to any concerns they have about their child's learning
 - Support their children in their targets and fulfil their part of home Academy agreements
 - Be informed and consulted at all stages of the referral process starting from the moment at which a child begins to be identified as having SEN
 - Be made aware of all SEN procedures and be aware of how to access support
 - Be invited to attend all relevant meetings for which where appropriate they will receive relevant information in advance
 - Have their opinions sought and recorded at all times, especially in the drawing up and reviewing of PLPs

36 Student role

- 36.1 Children with SEN have a unique knowledge of their own needs they want or need. They will therefore:
- Participate in all the decision making processes that occur
 - Help set appropriate learning targets and contribute to their PLPs, through discussion and the completion of a PLP interview form
 - Contribute to annual review and transition processes.
 - Be given support where necessary to enable them to express their views
 - Be involved in the monitoring and reviewing of their PLPs
 - Initiate discussions with teachers/Learning Guides where appropriate

37 Special Educational Needs Governance

- 37.1 There will be a named person who will provide governance for the area of SEN.

37.2 SEN Governance will ensure:

- Necessary provision is made for students with SEN
- The responsible person makes students needs known to those who teach them
- This policy is monitored and reviewed
- The Principal and SEN communicate relevant information, enabling governance to fulfil its role in evaluating the success of education provided to students with special educational needs