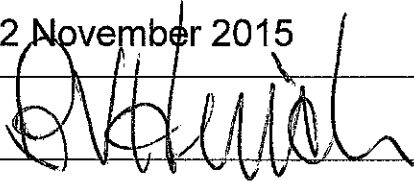





## SPECIAL EDUCATIONAL NEEDS

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At Stoke High School - Ormiston Academy we are committed to offering an inclusive curriculum to ensure the best possible outcomes for all our students whatever their needs or abilities. Not all students with disabilities have special educational needs (SEND) and not all students with SEND meet the definition of disability; however, this policy covers all of these students.

The Academy recognises that any young person has SEND if they have a learning difficulty or disability which means they need extra educational provision to be made for them.

SEND as defined by the Code of Practice (2014):

*'a child of compulsory school age or a young person has a learning difficulty or disability if he or she has a*

- significantly greater difficulty in learning than the majority of other of the same age or*
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 education.'*

These students may need extra support or special provision made for them to access the same facilities and opportunities as other students of the same age.

The specific objectives of our SEND policy are as follows:

- To identify students with special educational needs and disabilities and ensure that their needs are met (Appendix 1).
- To ensure that students with special educational needs and disabilities are able to join in with all the activities of the Academy and have access to a broad and balanced curriculum.
- To ensure a differentiated curriculum is provided appropriate to a student's needs.
- To ensure that all learners make the best possible progress, as measured by the progress against 'P' scales and National Curriculum levels.
- To ensure parents are informed of their child's special needs and that they are kept informed of their child's progress and attainment.
- To ensure that learners express their views and are fully involved in decisions which affect their education.
- To promote effective partnership and involve outside agencies when appropriate.

The success of the Academy's SEND policy will be judged against the aims set out above. Annual success criteria will be set by the Governing Body, after consultation with the staff. These criteria will be reviewed and the Governing Body's Annual Report will detail the successful implementation of the policy and the effectiveness of the provision made. The Principal and Governors will set new success criteria. The Governing Body will ensure that it makes appropriate special educational provision for all students identified as in need of it. The range of support made available in the Academy each year in response to identified need is detailed in Appendix 2.

The Governing Body has agreed with the LA admission criteria which do not discriminate against students with special educational needs or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice which accompanies the SEN and Disability Act 2001. Parents or carers seeking the admission of a student with mobility difficulties are advised to approach the Academy in advance so that consultations can take place.

## Identification and Assessment of SEND

The Academy is committed to early identification of special educational needs and adopts a graduated response to meeting special educational need in line with the Code of Practice 2014. A range of evidence is collected through the usual assessment and monitoring arrangements. If this suggests that the learner is not making the expected progress, the class teacher will consult with the SEND Co-ordinator (SENCO) in order to decide whether additional and/or different provision is necessary. There is no need for students to be registered or identified as having special educational needs unless the Academy is supporting with wave 3 interventions.

A new Education Health Care Plan (EHCP) will take the place of a statement for students with the highest level of need. The EHCP is drawn up by the Local Authority after an assessment has been carried out by education, health and social care professionals. A student's progress and the support outlined in their EHCP will be reviewed annually and a report provided for the Local Authority. If a student makes sufficient progress, the EHCP may be discontinued by the Education Authority.

Other students who do not have an EHCP will be identified by the SENCO and recognised by a single category identified as K. This replaces School Action and School Action Plus. The 'K' category includes students who have outside agency support and academy based interventions. The SEND register will also include a description of a student's SEND.

It is acknowledged that a number of other students will have SEND needs that are less severe and are not identified as SEND. These students will be on an Additional Needs register and their needs will be met by the classroom teacher who will provide high quality teaching with differentiated resources suitable for the student.

If, despite significant support and intervention, the Academy has evidence that a student is making insufficient progress, we may seek further advice and support from outside professionals. These professionals will be invited to contribute to the monitoring and review of progress. Students and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

When students move to another school/academy their records will be transferred within 15 days of the student ceasing to be registered at Stoke High School - Ormiston Academy, as required under the Education (Student Information) Regulations 2000.

The Academy's complaint procedures are set out in the Academy prospectus. The child's form tutor will work with parents at all stages of his/her education and should be the first point of contact in case of any difficulty. Parents of students with SEND whose concerns cannot be resolved by the usual procedures can request independent disagreement resolution. The Academy will make further information about this process available on request.

The Academy makes an annual audit of training needs for all staff taking into account Academy priorities as well as personal professional development. The Academy is allocated funding from the Standards Fund each year that it may use to meet identified needs. Particular support will be given to Newly Qualified Teachers (NQTs) and other new members of staff.

The Academy will provide information about Special Educational Needs and Disabilities Information and Advice Support Service (SENDIASS, *formerly Parent Partnership*) to all parents of students with special educational needs. Parents/carers of any student identified with SEND may contact the SENDIASS for independent service and advice.

External support services play an important part in helping the Academy identify, assess and make provision for students with special educational needs, for example:

- The Academy receives visits from the Educational Welfare Officer and Educational Psychologist.
- The Academy seeks advice from specialist advisory teaching services for children with learning difficulties, sensory impairment or physical difficulties.
- The Academy may make use of other resources such as the Behaviour Support Services and County Inclusive Resource.
- The speech and language therapist should contribute to the reviews of students with significant speech and language difficulties.
- The physiotherapy and occupational therapy services are also involved as appropriate.

This policy will be reviewed every two years.

#### Appendices

- 1 Triggers for SEND screening procedures.
- 2 Meeting identified needs: allocation of resources.

## TRIGGERS FOR SEND

From the Code of Practice 2014

The key test of the need for action is evidence that current rates of progress are inadequate. There should not be an assumption that all students will progress at the same rate. A judgement has to be made in each case as to what it is reasonable to expect a particular student to achieve. Where progress is not adequate, it will be necessary to take some additional or different action to enable the student to learn more effectively. Whatever the level of a student's difficulties, the key test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the student and their peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- Matches or betters the student's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the student's behaviour.

When a subject teacher or the SENCO identifies a student with SEN the subject teacher should provide interventions that are additional to or different from those provided as part of the Academy's usual differentiated curriculum offer and strategies

The triggers for intervention could be the teacher's or others' concern, underpinned by evidence, about a student who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted specifically in a student's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed by the Academy.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

If a student's teacher, in consultation with parents, concludes that a student may need further support to help their progress, that member of staff should seek the help of the SENCO. The teacher and the SENCO should consider the teacher's reasons for concern alongside any information about the student already available.

To help inform the decision on the nature of the additional help that might be needed by the student, the teacher, together with the SENCO, should collect all the available information about the child and seek additional information from the parents. In some cases outside professionals from health or social services may already be involved with the student. In such instances it is good practice for these professionals to liaise with the school and keep them informed of their input. Where these professionals have not already been working with the school staff, the SENCO should contact them if the parents agree.

The SENCO should take the lead in the further assessment of the child's particular strengths and weaknesses; planning future support for the student in discussion with colleagues; and monitoring and subsequently reviewing the action taken. The student's subject teacher should remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents should always be consulted and kept informed of the action taken to help the student and of the outcomes of this action.

The information collected about the student, and details of extra help given to them, can be incorporated in the student's individual record. The record should also include previous observations on the student made as part of the assessment and recording system in place for all students.

## SCREENING PROCEDURES

Before their first term at the Academy, students are screened by SEN staff using the New Group Reading Test, a test of receptive language and comprehension and a useful indicator of children who are liable to experience difficulties with literacy skills. Further screening may take place using the Salford Reading Test. The results of the assessments are discussed initially with teachers. All students in Year 7 undertake CAT tests.

When the SENCO is alerted to emotional and behavioural difficulties, classroom observations may be undertaken. If appropriate, work with the Behaviour Support Service will be offered at the earliest opportunity.

The SENCO scrutinises the results of tests undertaken by the Academy as well as information received from the primary school. After speaking to subject staff and Heads of Faculty, those students whose results and work are not in line with expectations may be assessed by the SENCO. The Academy has a range of assessment tools available including The New Group Reading Test, Salford Reading Test, Young's Parallel Spelling Test, Graded Word Spelling Test, BPVS, PhAB, CTOPP2, The Boxhall Profile, Hodder Reading Tests, WRAT. In addition there is an ICT screening tool for pupils who present with indicators of Specific Learning Difficulties.

## Appendix 2

### MEETING IDENTIFIED NEEDS: ALLOCATION OF RESOURCES

To support access by all students, the Academy has developed a variety of strategies and resources including the following:

- Withdrawal sessions for literacy development including Corrective Reading
- In-class support, arranged by the SENCO
- Early morning sessions for literacy, handwriting, keyboard skills
- Paired reading (led by English staff)
- Homework support
- Physiotherapy sessions
- Lunchtime Club
- Peer mentors
- Adult mentors
- Counselling
- Speech and Language Therapy sessions.