Trinity Academy

Special Educational Needs Policy 2018-2019

SENCO: Miss C Tindale

Assistant Vice Principal:
Mrs. C Chamberlain (NaSENCo awarded 2012)

Reviewed: September 2018
Governors approved: 25 September 2018
Next Review: September 2019

1. **Introduction**

Trinity Academy believes that each student has the right to meet their true potential and achieve their personal best in all areas of the curriculum. All students, including those with additional educational needs, share the right to a broad and balanced curriculum. Therefore, the provision of Special Education at Trinity Academy recognises and embraces the notion emphasised in the Code of Practice. In this time of change we remain committed to the needs of our pupils and ensure the provisions made are of the highest standard. This policy covers all provision of the new SEND CoP 0-25.

Trinity Academy is committed to raising the aspirations of and expectations for all pupils with SEN, we provided a focus on outcomes for children and young people and not just hours of provision and support.

2. **Objectives**

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provide in the SEND Code of Practice, 2014.
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Co-ordinator [SENCO] who will work with the SEN Inclusion Policy.
5. To provide support and advice for all staff working with special educational needs pupils.

3. **Identifying Special Educational Needs**

The revised SEND code of practise recognises 4 broad categories of need:

- **Communicating and interacting** – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others

- **Cognition and learning** – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy

- **Social, emotional and mental health difficulties** – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing

- **Sensory and/or physical needs** – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment

These four broad areas give an overview of the range of needs that are planned for, some children and young people have needs which fit in to more than one area. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. Trinity Academy aim to identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

Trinity Academy also recognise other areas which are not SEN but may impact on progress and attainment;
- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)

- Attendance and Punctuality

- Health and Welfare

- EAL

- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

4. A Graduated Approach to SEN Support

Prior to adding a student to the SEN register, Trinity Academy ensure the following criteria:
- All students are receiving quality first teaching.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Trinity Academy strongly believe that additional intervention and support cannot compensate for a lack of good quality teaching. The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. [SEND CoP Pg. 88 Section 6.37 onwards].
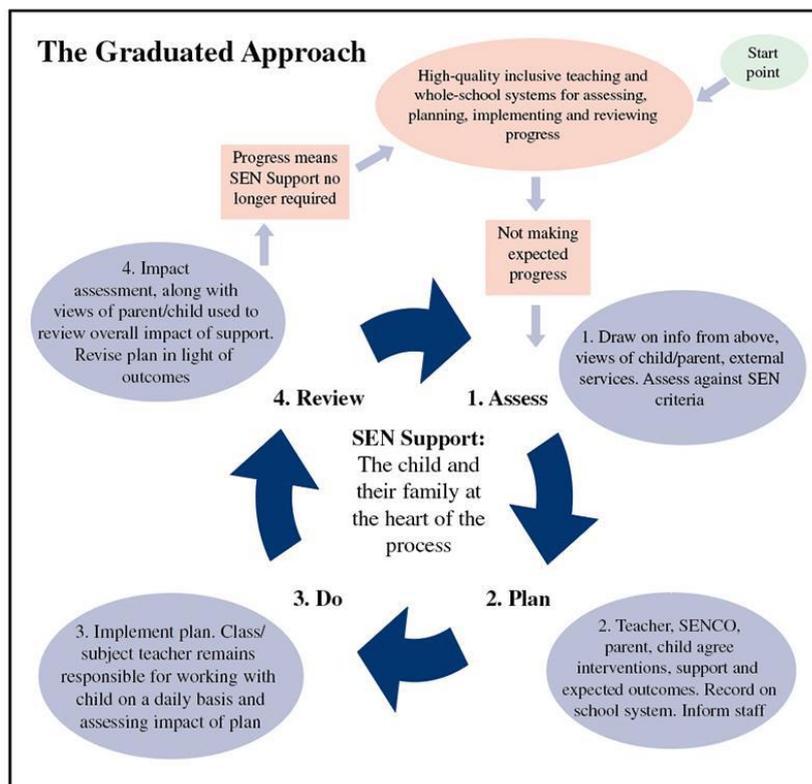
Trinity Academy regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

- The data of the student has been considered from within the school about the pupil's progress, alongside national data and expectations of progress.

This includes a triangulation of progress data, reading/spelling ages and pastoral data. For higher levels of need, Trinity Academy are able to draw on more specialised assessments from external agencies and professionals including ASD/HI/VI/CAMHS/EP

- If the decision is to place the student on the SEN register, then we begin a ASSESS – PLAN - DO – REVIEW cycle. In conjunction with parents and students [agencies where necessary] we set robust outcomes based targets which are shared with teaching staff.

The Graduated Response is illustrated below:

The Graduated Approach

High-quality inclusive teaching and whole-school systems for assessing, planning, implementing and reviewing progress

Start point

Progress means SEN Support no longer required

Not making expected progress

4. Impact assessment, along with views of parent/child used to review overall impact of support. Revise plan in light of outcomes

1. Draw on info from above, views of child/parent, external services. Assess against SEN criteria

4. Review

1. Assess

SEN Support: The child and their family at the heart of the process

3. Do

2. Plan

3. Implement plan. Class/ subject teacher remains responsible for working with child on a daily basis and assessing impact of plan

2. Teacher, SENCO, parent, child agree interventions, support and expected outcomes. Record on school system. Inform staff

5. Managing Pupils Needs on the SEN Register

Trinity Academy uses a robust system of managing students' needs whilst they are on the SEN register. We recognise that Support Plan's/ Provision Maps/ Person Centred Plans are only effective if they are living records which tell us exactly what needs have been identified, how to remove key barriers to learning effectively i.e. What works; the clear outcomes to be achieved within an agreed time frame.

To better direct resources we have two levels of support offered to pupils, SEN or Need to Know. Both levels have access to work from the Inclusion Team but those requiring SEN support have additional specific, targeted interventions.

These processes included in mapping this provision includes:

- A costed provision map which is updated weekly/daily as need
- Support Plan's which are updated at least 3 times a year in conjunction with parents/students
- The level of provision decided for a student is taken on a case by case basis to ensure a thoroughly personalise provision package
- The process for engaging additional support/engaging specialist services is considered on a case-by-case basis linked to the triangulation of supporting data. This is funded through school budgets
- If Trinity Academy identify we are unable to fully meet the needs of a pupil through your own provision arrangements, we evidence this through sound record keeping to ensure a best chance of further support can be offered through the LA
- Upon applying for top up funding the school will have completed necessary referral documentation including a CAF
- Pupils and parents are central to the whole process and their views are taken at every step

5.1 Learning Support Assistants

LSAs are part of the whole Academy approach to SEND, working in partnership with the subject teacher and the SENCo/ Assistant SENCo. LSAs are most effective when the support they give is focused on the achievement of specific outcomes. LSAs may be part of a package of support for the individual student but are never a substitute for the teacher's involvement with that student. Learning Support Assistants aim to encourage independence and responsibility in the students they support in preparation for adulthood. Unless stated in a student's EHCP as an **essential requirement** no student will receive 1:1 support at all times.

6. Criteria for Exiting the SEN Register

The SEN register is not a static document and as such a rigorous triangulation of data is completed when students are removed from the SEN register. The process mirrors that outline in Section 4 when students are placed on the SEN register.

Once removed students are monitored closely by the Academic team to ensure they continue to make good, or better, progress.

Academic interventions at this level are varied and include:

- 1:1 Support
- Reading Support
- Spelling Club
- Handwriting Support
- Study/Homework Support
- Break time interventions
- Peer Mentoring

7. Supporting Pupils and Families

Trinity Academy aims to work in partnership with parents/carers in the assessment and support of students with special educational needs and or disability. The Academy:

- works effectively with other agencies supporting students and their parents/carers;
- gives parent/carers opportunities to play an active and valued role in their child's education;
- makes parents/carers feel able to express their views;
- encourages parents to inform the Academy of any difficulties they perceive their child may be having or other needs their child may have which need addressing;
- focuses on the student's strengths as well as areas of additional need;
- allows parents/carers opportunities to discuss ways in which they and the Academy can help their child;
- involves parents/carers in the support plan process including creating targets and monitoring progress against these targets;
- makes parents aware of the Doncaster Local Offer located here: www.doncaster.gov.uk/services/schools/local-offer-send
- produces a SEND Information Report that is published on the Academy website

8. Admissions Arrangements

All students with an Education Health and Care (EHC) Plans will be accepted into Trinity Academy where it is established that the Academy is the most appropriate school to meet the child's needs. In line with the Equality Act 2010 the Academy will use best endeavors to provide effective educational provision. For further details about the admission procedure go to: http://www.trinity-academy.org.uk/wp-content/uploads/2018/06/Admissions-Appeals-Policy-for-2018-19.pdf

9. Supporting Pupils at School with Medical Conditions

Trinity Academy recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

10. Monitoring and Evaluation of SEND

Trinity Academy regularly and carefully monitors and evaluating the quality of provision we offer all pupils. This includes regular audits, sampling of parent views, pupils' views, staff views.

The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils

11. Training and Resources

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

- The school's SENCOs regularly attend the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND.

12. Roles and Responsibilities

SENCO, Ms Tindale, has several years' experience in SEN and a degree in psychology. She is currently studying for her NASENCO qualification.

Assistant Vice Principal, Mrs Chamberlain, SLG advocate, gained the NASENCO qualification in 2012 and directly line manages SEND. In addition to this she has responsibility for Junior Academy within the school. This better enables us to target students with the support they need. Mrs Chamberlain also manages LAC funding although our Designated LAC Teacher, whom is a part of the Junior Academy TLL team.

SEN Governor, Dr Mary Chambers, has a wealth of experience and currently is Associate Professor of Special Needs in Education at Leeds University.

LSA's support a variety of students in and out of lessons. They provide an individualised program of support for students on the SEN register. They are line managed by the SENCO.

We have a team of staff who lead the school in Safeguarding. These include; senior members of the Pastoral Team and our dedicated Learning Mentors.

12: Storing and Managing Information

Documents are stored in line with the school policy on Information Management (this includes information on how long to store documents, when they should be destroyed, what should be kept, where, etc.)

13. Reviewing the policy

The policy will be updated annually in line with NASEN guidelines.

14. Accessibility

Statutory Responsibilities
- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.
- Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.
- Accessibility plans and strategies must be in writing.

15. Dealing with Complaints

The Academy has the best interest of the students at heart and want to work with parents to resolve issues as they arise. If there are any complaints relating to the provision or organisation of SEND, these will be dealt with in the first instance by the class/subject teacher and SENCO. If necessary, further involvement from the Assistant Vice Principal for Junior Academy will take place. If unresolved, then by the Principal. The Governor with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the Academy's complaints procedure (see separate Complaints Policy).

16. Bullying

Trinity Academy take bullying very seriously. This document should be read in conjunction with our anti-bullying policy which can be located here: http://www.trinity-academy.org.uk/wp-content/uploads/2018/03/Trinity-Academy-Anti-Bullying-Policy.pdf