

The SEND School Offer Policy



Policy Title	The SEND School Offer Policy
Policy Created / Amended	July 2017
Policy Ratified	8 July 2016
Policy review cycle	1 year
Policy Review Date	July 2018



Special Educational Needs and Disability

1. Introduction

Sybil Andrews Academy

SCHOOL OFFER

For Special Educational Needs and Disability (SEND)

Sybil Andrews Academy strives to provide an excellent education for all pupils within a caring community where all are respected, valued and supported to achieve their potential.

Sybil Andrews Academy aims to provide full opportunity for our pupils to develop their individual talents and build a strong foundation for their future.

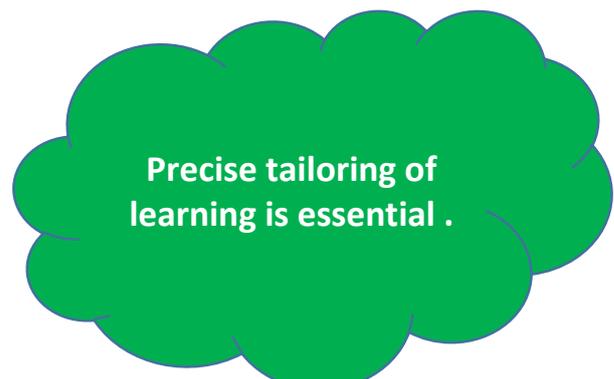
Sybil Andrews Academy works to ensure that all pupils:

- Have a wide and balanced curriculum which is differentiated to meet individual needs;
- Can learn and make progress according to their individual potential;
- Are assessed using appropriate assessment tools and guidelines;
- Have equal access to resources, provision and interventions as needed.

Special educational provision is educational or training provision that is ***additional to or different from that made generally for others of the same age***. This means provision that it ***goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised classroom teaching***. It may take the form of additional support from within school or require involvement of specialist staff or resources.

Our school has a Special Educational Needs Co-ordinator (SENCO) who is responsible for the management of provision and or support for identified pupils with SEND. This person also supports teachers and other staff to enable them to access appropriate assessment and focussed provision for pupils in their lessons with SEND.

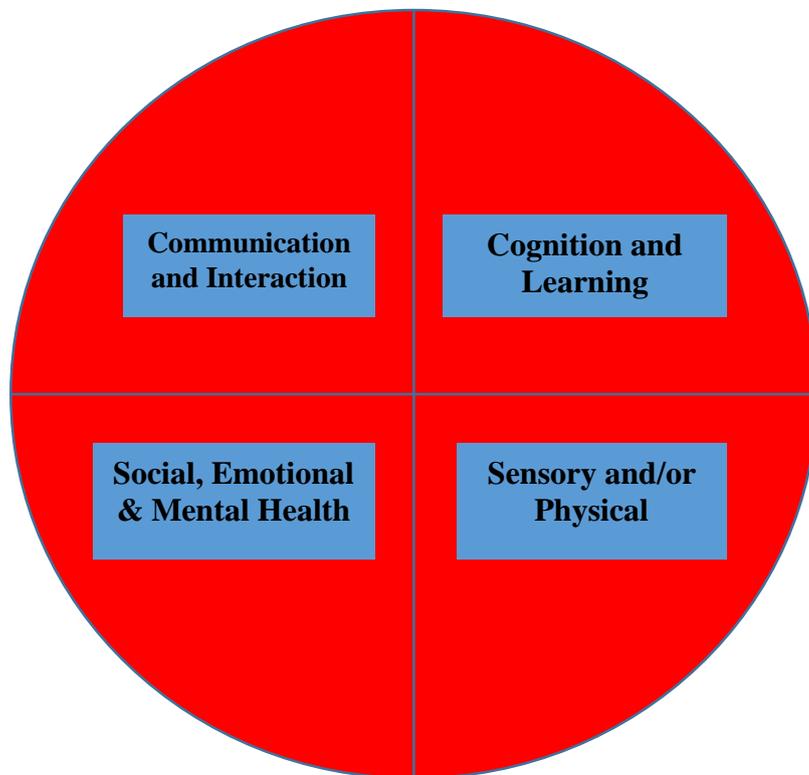
All teachers are teachers of SEND pupils and as such provide quality first teaching which takes account of the particular individual needs of pupils with special educational needs in the classroom.





2. Areas of Need

The Code of Practice refers to four main areas of Special Educational Needs. These areas are explained below:



Communication and Interaction - Young people may have a delay or disorder in or more of the following: Attention/Interaction Skills; Understanding/Receptive Language; Speech/Expressive Language

Cognition and Learning - Young people may have difficulties with the skills needed for effective learning or may have a specific learning disability such as dyslexia, dyscalculia or dyspraxia.

Social, Mental and Emotional Health - Young people may have difficulties with social and emotional development which may include anxiety, attachment disorders or issues with self-image.

Sensory and/or Physical - Young people may have a medical or genetic condition that could impair their access to the curriculum without adaptation or consideration.



3. Identifying a Special Educational Need

Pupils at Sybil Andrews Academy may be identified as having SEN through a variety of ways:

- Liaison with previous school
- Performance below age expected levels
- Concern raised by teachers / teaching assistants / tutor / pastoral team
- Liaison with external agencies /professionals
- Health diagnosis
- Termly progress tracking by Subject Leaders / SENCO

Sometimes concerns raised by parents may be a trigger to seek further evidence of need.

The SENCO, HLTAs and pastoral staff will contact and visit all primary schools to talk to pupils and teachers during the summer term prior to transition into year 7. Where appropriate, the SENCO will attend review meetings with parents of year 6 pupils.

For pupils transferring mid – year, information will be sought from previous education providers.

All pupils will be assessed during the first half term of year 7 using standardised tests in Reading, Comprehension, Spelling and Mathematics. Pupils with scores below 85 (below average) will be considered for access to appropriate intervention. Similarly pupils transferring mid-year will be assessed in the same way.

Parents or Carers with concerns should contact the form tutor in the first instance. If further information is required contact should be made with the Learning Support Department or the Key Stage team.

Teachers, teaching assistants, learning coaches and pastoral staff can refer pupils directly to the Learning Support Department or through regular department and team meetings. Teaching assistants attend weekly briefings and the Pastoral Team meet fortnightly.

External Agencies and other professionals can liaise with the Learning Support Department directly, through consultation meetings and Team Around the Child meetings.

Diagnosis and other Health Reports will be circulated as appropriate to the Learning Support Department, the House Team and teaching staff.

Interim reports are issued termly for every student and sent to parents or carers. The data from the termly assessments is tracked for progress against the student's individual targets.



4. Supporting Special Educational Needs



Pupils' learning is planned by the teacher. The planning is differentiated to meet the needs of groups and individuals. This high quality teaching is the first step in responding to the needs of pupils with special educational needs in the classroom and forms part of normal classroom practice. It may include some additional general support from the teacher or a teaching assistant, on a regular or occasional basis.

How will the curriculum be matched to a student's needs?

All work within a lesson is pitched at an appropriate level so that all pupils are able to access according to their specific needs and regardless of ability or starting points, all pupils have the opportunity to make progress every day.

How will parents or carers know the level of support their child should have?

If a student has special educational needs they will be recorded in one of two categories:

- SEN Support
- Educational Health & Care Plan (EHCP) / Statement of Special Educational Needs

SEN SUPPORT

If a student is identified as having Special Educational Needs you will be advised by his or her form teacher. SEN pupils will have a Pupil Passport which includes details of the student's SEN needs and how to support him/her for effective participation and progress. The Student Passport will be reviewed at least twice a year to judge how effective the plan has been, how much progress has been made, whether targets should be changed or if the student needs to remain on the SEN support list.

EHP / STATEMENT OF SEN

Some pupils are supported in mainstream schools with a **"Statement of Special Educational Needs"** or, from September 2014, an **"Education, Health and Care Plan" (EHCP)**. This will give details of specific individual provision which may include a high level of individual support and/or specialist intervention, which cannot reasonably be provided from resources already within school. Parents or Carers and pupils with an EHCP or Statement will be invited to an Annual Review in addition to the regular progress meetings.



5. Interventions & Specialist Support

Three 'waves' of intervention available at Sybil Andrews Academy.

Area of Special Educational Need	Wave 1 Whole School Approach (Quality First teaching)	Wave 2 Individuals or small groups	Wave 3 Specialised for Additional Needs
Communication & Interaction <ul style="list-style-type: none"> • Attention • Understanding • Language • Speech • Autistic Spectrum Disorders 	Access to a varied and stimulating curriculum. Individualised teaching approaches. Good use of visual and practical learning. A range of technology Setting groups. Small guided groups. Clear verbal instructions/explanations which can be simplified. Appropriate quality resources. Teaching Assistants in class.	Social Skills groups.	Individual Speech & Language Therapy assessed and delivered by qualified Speech and Language staff. Referral and support from CIR (County Inclusive Resource). Referral for Educational Psychologist. EHCP if needed.
Cognition and Learning <ul style="list-style-type: none"> • Memory & Reasoning • Problem solving & Concept development skills • Processing • Motor skills • Specific Learning Difficulties 	As above and including lessons differentiated in order to include both sensory and physical disabilities.	Spelling group.	1-1 literacy/numeracy using personalised and specialised programmes. Referrals to Outreach for Dyslexia/Learning Advisor. Personalised curriculum within resource limits. Keyworkers. Referral for Educational Psychologist. EHCP if needed.
Sensory and Physical Needs <ul style="list-style-type: none"> • Hearing • Visual • Physical • Medical 	As above and including audit of environment to consider adaptations (as required). Modification of organisation, routine and environment within establishment limits.	Access to a base for therapy. Physical aids as advised by specialists. Referrals to specialist Advisory Team.	Keyworkers (with appropriate training). 1-1 support if required Personal care. EHCP if needed.



Area of Special Educational Need	Wave 1 Whole School Approach (Quality First teaching)	Wave 2 Individuals or small groups	Wave 3 Specialised for Additional Needs
Social, Mental and Emotional Health <ul style="list-style-type: none"> • Anxiety and Depression • Attachment • Self-image 	As above and including access to additional pastoral support.	Counselling sessions. Exit card. Common Assessment Framework (CAF).	Referral to CAMHS (Child and Adolescent Mental Health). ECHP if needed.

6. Accessibility

Sybil Andrews Academy is easily accessible to wheelchair users. The nature of the site means pupils have to go outside to access the different buildings.

Other resources needed for access may be assessed by an Occupational Therapist or Physiotherapist in order for the school to ensure ease of access and safety for all. The school Health & Safety Officer will meet and monitor the accessibility for all pupils who may have limited mobility.

The school seeks to clearly and unambiguously ensure that pupils with medical conditions have full access to education, including school trips and physical education. In some cases a risk assessment will be completed so that planning can take account of any steps needed to ensure that a student with a medical condition or disability is included.

7. Transition

Pupils in secondary school will experience three periods of transition:

- Year 6 into Year 7 (Key Stage 2 into Key Stage 3)
- Year 8 into Year 9 (Key Stage 3 into Key Stage 4)
- Post Year 11 (Key Stage 5)

Primary to Secondary

Meetings between parents/carers, their child and Pastoral staff and/or Learning Support Team may begin during year 5. The SENCO will attend Review meetings as appropriate. Sybil Andrews Academy has strong links with the Primary schools and encourages visits and activities on a regular basis. During the summer term the SENCO, HLTAs/TAs and/or pastoral staff visit pupils in their primary placement and prepare individual transition plans for identified SEND pupils.

Key Stage 3 into Key Stage 4

During year 8 pupils and parents are invited to an Options Evening and Parents' meeting to explain and discuss the Key Stage 4 curriculum. Assemblies and lessons will prepare pupils for the transfer and expectations of Key Stage 4. Pupils with SEND will be offered alternative options if appropriate that will ensure their full participation in the Key Stage 4 curriculum.



Post Year 11

Advice and guidance is available to all pupils through the Careers team and subject teachers. Pupils with SEND will also be able to access support and guidance from the Youth Support Team and appropriately qualified staff. The SENCO and other staff will liaise with further education and 6th form providers in order that access and support arrangements are communicated.

8. Communication

The principles of the SEN Code of Practice are very clear that schools must have regard to the views, wishes and feelings of the young person and their parents or carers.

Subject surgeries are held once a year for all pupils at which time parents and carers will be able to meet with individual subject teachers to discuss the student's needs, support and progress. In year 7 there will be a further opportunity after the first half term to meet with the form teacher. The SENCO is available at such meetings. Parents will also be invited into the school 3 times a year to meet with their child's learning coach.

Sybil Andrews Academy invites parents and carers at any time to make an appointment to meet with individual teachers, Subject Leaders, Pastoral staff or SENCO to discuss specific concerns. We believe that a student's education should be a partnership between home and school, therefore we aim to keep communication channels open and communicate regularly especially if a student has complex special educational needs.

Pupils with SEND may have a Pupil Passport in place; parents will be invited to contribute to termly review and planning.

9. Well Being

We are an inclusive school, we welcome and celebrate diversity. All staff appreciate the importance of young people having high self-esteem in order to achieve positive well-being. At Sybil Andrews Academy we aim to ensure that pupils are able to develop in a caring, fair and understanding environment.

The learning coach has overall responsibility for the pastoral, medical and social care of pupils in their form. Form teachers are supported by the Key Stage Team, Pastoral staff and SENCO. Further advice and support may involve working with outside agencies and Team Around the Child.

The school encourages and supports all pupils with SEND to contribute to all parts of school life, including assemblies, the School Council and representation in teams and group activities.

Several members of Sybil Andrews Academy staff are trained in the administration of Epipens and First Aid at Work. Admin staff are responsible for ensuring that relevant members of staff are fully informed of medical issues which can impact upon a student's learning, safety or access to the curriculum.

The SENCO, tutors, key stage leaders and pastoral staff are available to discuss any aspect of a young person's learning, personal, social, emotional, medical or physical development which you feel may impact upon his/her well-being. Sybil Andrews Academy is committed to supporting the removal of all potential barriers to learning for young people.



10. The Learning Support Team

Mr Prestoe
Principal

Mr James Mason
Vice - Principal
Senior Leadership Team link with Learning Support
Quality First Teaching/Differentiated learning

Mrs Sophie Hamilton
SENCO
Responsible for the management of the department, implementation of the SEN Code of Practice, overseeing support for pupils with English as an Additional Language

Teaching Assistants
3 full-time Teaching Assistants support pupils across the curriculum and key stages. All TAs have GCSE/Level 2 qualifications in Maths and English language. TAs are trained within the school setting and through externally provided opportunities. All TAs are mentored and performance managed.



11. The Pastoral Team

Mr Andy Prestoe
Principal

Mr James Mason
Vice Principal
Senior Leadership Team link for Pastoral Support
& DSL

Key Stage Leads

Mr Shaun Douglas – Farraday House (KS4)
Mr James Mason – Clarkson House (KS3)
Oversee all pastoral issues in the house. Responsibility for
Safeguarding.

Key Stage Leaders

Miss Alison Jefferies – Garrett & Repton House (KS4)
Miss Michelle Gilligan – Farraday & Clarkson House (KS4)

Pastoral Officer

Miss Putt

Learning Coach

All pupils are placed in a small tutor group with a dedicated learning coach. The learning coach monitors all aspects of the pupil's life in school: academic, social, attendance and general day to day issues. Learning Coach also coaches the pupils in their group.



12. Governors' Responsibilities

We currently have one Governor with oversight of SEN and Inclusion – Angela Whatley.

The SEND Governor and SENCO meet regularly to update on changes, needs in school, current concerns and budget implications. The SENCO sends a termly Report to the full Governing Body. The Governors are then able to agree priorities for spending of the SEN budget with the overall aim that all young people receive the support they need in order to make progress.

13. Concerns

If you feel that the school's offer is not being delivered or is not meeting a young person's needs, your first point of contact should be the learning coach to share your concerns. You may also contact the Head of Learning Support, the SENCO or the Head of Key Stage.

For other information you can view the school's Special Educational Needs Policy on the website.

14. Reviewing the Offers

The school offer will be reviewed annually to reflect the changing needs of young people who join and development in the school. Part of this review process will involve contributions from parents, pupils and other stakeholders.