

Fowey River Academy Special Educational Needs Policy

Fowey River Academy is a non-selective, mixed gender 11-16 sponsored academy. It is sponsored by the Adventure Learning Academy Trust (ALAT). The academy works with Cornwall Council and the Local Authority to ensure that all reasonable provisions are made for the education and safeguarding of all children on the roll, including those with Special Educational Needs.

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SECTION 1: ACADEMY ARRANGEMENTS

1.1 Definition

Definition of Special Educational Needs DFE: (2014)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory academy 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 others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream academies or mainstream post-16 institutions.

A student has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional and different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

Children are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory academy age has a learning difficulty or disability if she or he:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream academies

Fowey River Academy identifies and addresses the SEND of the students that we support. We do this by:

- making sure that a child with SEND gets the support they need
- ensuring that children and young people with SEND engage in the activities of the academy alongside students who do not have SEND
- has a teacher who is responsible for co-ordinating SEND provision (Mrs. Jo Perry)
- informing parents when they are making special educational provision for a child

1.2 Aims and objectives:

At Fowey River Academy we recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all students can develop to their full potential and become confident, independent individuals.

We aim to:

- identify and provide for students who have special educational needs and additional needs
- to work within the guidance provide in the SEND Code of Practice, 2014
- ensure that our curriculum is responsive to all children whatever their individual need
- promote positive attitudes and individual confidence, ensuring all children experience success
- identify, assess, record and regularly review students' special educational needs.
- encourage parents/guardians to be involved in planning and supporting at all stages of their child's development.
- make effective use of support services.
- provide support and advice for all staff working with special educational needs students
- provide specialist provision for students with special educational needs by way of:

- ❖ additional adults within the classroom setting where appropriate
- ❖ alternative curriculum where appropriate
- ❖ small group intervention where appropriate
- ❖ intervention where appropriate
- ❖ provide access to a designated adult where appropriate

1.3 Equality and Inclusion

Fowey River Academy supports students with a wide range of SEND. We regularly review and evaluate the breadth and impact of the support we offer or can access. We also collaborate with other local education providers to explore how different needs can be met most effectively. Fowey River Academy actively promotes disability equality.

Fowey River Academy will make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage.

1.4 Admissions

Fowey River Academy strives to be a fully inclusive academy. It acknowledges the range of issues to be taken account of in the process of development. All students are welcome, including those with special educational needs, in accordance with the Local Authority Admissions Policy. According to the Education Act 1996, (Section 316), the academy will admit a child with a statement or Education, Health and Care Plan (EHCP) subject to the wishes of their parent unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Fowey River Academy;

- **will** consider applications from parents of children who have SEND and have Statement of Special Educational Needs or EHCP on the basis of the academy's published admissions criteria as part of normal admissions procedures
- **will** consider applications from parents of children who have SEND but do not have Statement of Special Educational Needs or EHCP on the basis of the academy's published admissions criteria as part of normal admissions procedures
- **will not** refuse to admit a child who has SEND but does not have a Statement of Special Educational Needs or EHCP.

1.5 Roles and Responsibilities

Provision for students with special educational needs is a matter for the academy as a whole.

Members of ALAT's Local Advisory Board

The Members of the academy's Local Advisory Board (LAB) , together with the Principal, have a legal responsibility for overseeing all aspects of the academy, including provision for children with special educational needs, and for doing their best to ensure that the necessary provision is made for any student who has special educational needs. They should determine the academy's general policy and approach to provision for children with special educational needs and establish the appropriate staffing and funding arrangements.

The SENDCo and LAB member with responsibility for Special Needs liaise regularly to discuss provision within the academy for all children with SEND.

Principal

The Principal has overall responsibility for the management of provision for children with special educational needs and keeps the governing body fully informed and works closely with the SENDCo.

The Principal and SENDCo meet frequently to discuss SEND issues.

SENDCo

The Special Educational Needs Coordinator is Mrs Jo Perry. She is a member of the SLT and holds the National Award for Special Education Needs. Contact can be made with Mrs. Perry through main reception telephone 01726 833484. Mrs. Perry works closely with all staff, the Principal, parents and outside agencies ensuring the best possible provision for children with special educational needs.

She is responsible for:

- overseeing the day-to-day operation of the academy's SEND policy
- coordinating provision for children with SEND
- ensuring the involvement of parents and carers from an early stage and liaising with parents of students with SEND
- advising on a graduated approach to providing SEND support, liaising with and advising other members of staff
- helping to identify children with special educational needs, assessing and planning for progress
- maintaining the academy's special needs register-ensuring all relevant staff are aware of changes
- advising on the deployment of the academy's delegated budget and other resources to meet students' needs effectively
- liaising with early years providers, other academies, educational psychologists, health and care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support agencies
- liaising with potential and next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned
- managing Higher Level Teaching Assistants and Teaching Assistants
- supporting the professional development of Higher Level Teaching Assistants and Teaching Assistants
- regularly liaising with the LAB representative

Teaching Staff and Higher Level Teaching Assistants and Teaching Assistants

Class teachers are involved in the development of the academy's SEND policy and implement the procedures for identifying, assessing and making provision for students with SEND, including planning for differentiation. The identification of SEND is built into the overall approach to monitoring the progress and development of students. Class teachers are responsible for working with children on a daily basis and closely monitor children involved in interventions away from the main class. Teachers work closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCo meets with class teachers to give support and advice. SEND policy and provision are discussed regularly at both staff and departmental meetings in order to raise the achievement of children with SEND

Special needs provision is an integral part of the Academy Development Plan. The SENDCo meets regularly with the Higher Level Teaching Assistants and Teaching Assistants to review progress and give advice, and monitors the placement of TA support throughout the academy. This is dependent on the Special Needs requirements and this placement may change as the needs of the children change. There is opportunity for informal daily contact between staff to discuss concerns.

Parents and carers are kept informed by class teachers and are encouraged to be involved in the support of their child whenever possible. The SENDCo also liaises with parents and carers. Students with statements or Education, Health and Care Plans have an Annual review with the SENDCo.

1.6 Co-ordinating and Managing Provision

The ALAT Trust LAB is actively involved in self-review, with the Principal and SENDCo, of the provision for children with special needs and implementation of the policy within the academy.

1.7 Special Facilities

Children's specific needs are discussed with parents and carers when admission to academy is requested. The previous academy and support agencies are contacted should this be appropriate.

Fowey River Academy has access for wheelchairs. Suitable toilet facilities are available. Where a child has a disability the SENDCo and class teachers make sure that all adults are informed about effective management strategies and that other children are made aware as appropriate. Advice is sought from outside agencies on how best to provide for the child's needs and this advice is accessible to the adults working with the child through SIMS data. Arrangements are made to allow as much independence as possible, but with support available as and when necessary.

1.8 Specialist training among the staff

Staff training is undertaken in various aspects of SEND according to the needs of the children to ensure that the provision made and support given to students is appropriate and effective.

The training needs of the staff including HLTA and TAs are reviewed as part of the CPD process in academy. On the occasion that a student joins Fowey River Academy whose SEN or disability is new to the academy, specialist advice will be sought and disseminated to the appropriate staff.

1.9 Careers guidance for children and young people

All students, regardless of SEND are provided with independent careers guidance by the Academic Advisor.

SECTION 2: IDENTIFICATION, ASSESSMENT AND PROVISION

2.1 Identification

The progress of students is assessed at regular intervals by staff as part of the academy's tracking process. Where progress is slow, the first response is high quality targeted teaching. It is important to note that slow progress, low attainment and apparently worsening performance do not necessarily mean that a child has SEND.

Fowey River Academy will assess each student's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we will consider evidence that a student may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENDCo, should assess whether the child has SEND. While informally gathering evidence, including the views of the student and their parents, additional teaching or other rigorous interventions designed to secure better progress, where required.

Class and subject teacher will make regular assessments of progress for all students. These should seek to identify students making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- makes significantly slower progress than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a student needs to make additional progress with wider development or social skills in order to make a successful transition to adult life.

The student's response to such support can help identify their particular needs.

Categories of Special Educational Need

Children's needs and requirements fall into four broad areas, but individual students may well have needs which span two or more areas. For example, a student with general learning difficulties may also have communication difficulties or a sensory impairment.

- **Communication and interaction:** Speech, Language and Communication needs
Autistic Spectrum Disorder including Aspergers and Autism
- **Cognition and Learning:** Learning difficulties
Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia
- **Social, emotional and mental health difficulties:** Behaviour reflecting underlying mental health difficulties (e.g. anxiety, depression).
Attention Deficit Disorder, Attention Deficit Hyperactive Disorder, Attachment Disorder.
- **Sensory and/or physical:** Hearing Impairment
Visual impairment
Physical disability
Multi-sensory impairment

2.2 Provision

Provision for children with SEND is additional to or different from those provided as part of the academy's usual differentiated curriculum and strategies. It is a graduated response to children's individual needs.

Fowey River Academy provides specialist provision for students with special educational needs by way of:

- additional adults within the classroom setting where appropriate
- alternative curriculum where appropriate
- small group intervention where appropriate
- intervention where appropriate
- provide access to a designated adult where appropriate

2.3 Supporting students with medical conditions

Fowey River Academy will make arrangements to support students with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such students. Where children and young people also have SEND, their provision will be planned and delivered in a co-ordinated way with the healthcare plan.

Where children with SEND also have medical needs, their provision is planned and delivered in a co-ordinated way with the healthcare plan. The Academy has regard for the statutory guidance supporting students at academy with medical conditions (DfE, 2014).

2.4 Conditions where behaviours and progress is not considered to be SEND

It is also necessary to note what is not considered a Special Educational Need, these can include:

- Persistent disruptive behaviour
- Slow progress and low attainment
- English as an Additional Language (EAL)
- Attendance and Punctuality
- Health and Welfare
- Being in receipt of Pupil Premium Grant

2.5 Curriculum Access and Inclusion

At Fowey River Academy all students should have access to a broad and balanced curriculum. We will work within the National Curriculum Inclusion Statement, which states that teachers should set high expectations for every student, whatever their prior attainment. Lessons should be planned to ensure that there are no barriers to every student achieving. Teachers will use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed as early as possible. Lessons will be planned to address potential areas of difficulty and to remove barriers to student achievement. In many cases, such planning will mean that students with SEND and disabilities will be able to study the full National Curriculum.

There will be occasions that a student will have a modified timetable or an alternative curriculum provided in order to support the student with SEND. This could be working in a small group as part of an intervention or on a 1-1 basis. Fowey River Academy strives to be an inclusive academy, engendering a sense of community and belonging through its

- inclusive ethos-Respect Enjoy Achieve
- broad and balanced curriculum for all students
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all children, including those with SEND

Occasionally, it will be necessary for students to follow an alternative pathway in order to support their learning. To allow this provision to take place, it may be possible to withdraw a student from individual lessons or a curriculum area. Parents will be notified that a modification of timetable/curriculum has taken place. Alternative arrangements could include:

- adaptation of their timetable
- alternative curriculum choices
- 1-1 intervention
- small group intervention

2.6 Evaluating Success

The success of the academy's SEND Policy and provision is evaluated through:

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The success of the academy's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by SENDCo and subject coordinators
- Analysis of student tracking data and test results for individual students and for cohorts
- Value-added data for students on the SEND register
- Monitoring of procedures and practice by the member of the Local Advisory Board for ALAT three times a year
- Academy self-evaluation
- The Academy Development Plan

At Fowey River Academy we adopt the Assess, Plan, Do, Review cycle as detailed below.

Assess

In identifying a child as needing SEND support the class or subject teacher, working with the SENDCo, should carry out a clear analysis of the student's needs. This should draw on the teacher's assessment and experience of the student, their previous progress and attainment, as well as information from the academy's core approach to student progress, attainment, and behaviour. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the student's own views and, if relevant, advice from external support services. We will take seriously any concerns raised by a parent. These will be recorded and compared to the academy's own assessment and information on how the student is developing.

Plan

Where it is decided to provide a student with SEND support, the parents will be notified. The SENDCo will agree in consultation with the parent and the student the:

- adjustments
- interventions
- support to be put in place
- expected impact on progress
- expected development or behaviour
- clear date for review.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the academy's information system.

The support and intervention provided will be selected to meet the outcomes identified for the student, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge.

Do

The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the student. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the student's progress should be reviewed in line with the agreed date.

The impact and quality of the support and interventions should be evaluated, along with the views of the student and their parents. This should feed back into the analysis of the student's needs. The class or subject teacher, working with the SENDCo, should revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.

Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a student has a Statement of Educational Needs or an Education, Health and Care plan, Fowey River Academy will review it as part of the Annual Review Process

2.7 Maintaining SEND Record of Need

When a student makes appropriate progress and no longer has a learning difficulty which is significantly greater than the majority of others of the same age, they will be removed from the record of need. Parents will be informed at this stage.

SECTION 3: Partnership within and Beyond the Academy

3.1 Staff Development

Fowey River Academy is committed to gaining further expertise in the area of Special Needs education. Current training includes academy-based whole academy INSET, training sessions for HLTA and TAs, attendance at County meetings and the reading and discussion of documents on SEND. Individual staff development is provided by various higher education institutions. Staff meetings are arranged to respond to the particular needs of the academy.

There arrangements for the induction of NQTs and new staff into the academy's policy and SEND procedures.

3.2 Links with Other Agencies, Organisations and Support Services

Fowey River Academy is able to call upon the expertise of a wide range of support services. These support services are consulted after consultation with the Principal or SENDCo, and with the full agreement of parents, this is usually part of a written agreement, although this can be verbal. For assessment and advice from most of these services a request form must be filled in first, additional information may be required e.g. the service's own checklist, and information about strategies already in use.

The SENDCo holds contact addresses and request forms for other agencies and support services.

3.3 Partnership with Parents

Fowey River Academy believes that good communication between parents or carers and staff is essential so that parents can share their knowledge and expertise about their child. This is important in enabling children with special educational needs to achieve their potential. Parents are always welcome to visit the academy to discuss any concerns about their child with the class teacher, at a mutually agreed time. There is opportunity for parents to discuss their child's needs, progress and strengths at Parents Evenings and Annual Review meetings. Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress. Wherever possible, parents are involved in any strategies instigated, and we aim to support parents with their child's difficulties if necessary. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour.

Parents and carers have right of access to records concerning their child. Requests must be made in writing to the Principal.

3.4 The Voice of the Child

All children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. At Fowey River Academy we encourage students to participate in their learning by being present for at least part of review meetings, depending on their level of maturity, to share their wishes and feelings with families and staff. This is difficult for some children, so it is important to recognise success and achievements as part of the review process as well as addressing any difficulties. Students are encouraged to take part in the reviews and be part of the evaluation of their successes and needs. Students are also encouraged to take part in student conferences.

3.5 Transfer Arrangements

The SENDCo, class teachers and Heads of Faculty liaise over the internal transfer of students with SEND. Placements are considered carefully in order to meet a child's particular needs.

Year 6 children transferring from local Primary Schools have the opportunity to have extra visits arranged to ensure a smooth transition to Fowey River Academy. The SENDCo and Year 6 teachers and primary academy SENDCo's liaise over the transfer procedure; meetings are arranged between the appropriate staff. At all times of transition, SEND information is gathered together and information is transferred to the new Director of Student Progress, tutors and teachers. These meetings are confidential. Information is shared with appropriate.

For students with Statements or Education or Health and Care Plans, The SENDCo will attend the Annual Review in year 6 and possibly year 5 if required.

Students moving onto post 16 schools and colleges receive transition planning in conjunction with Fowey River Academy's Academic Advisor and Careers South West Advisors. Visits are arranged to further education provision as a whole cohort with the rest of year 11 students. Additional visits are planned for a small number of students where they are accompanied by teaching Assistant and Careers South West Advisor. Students are assisted in filling out the necessary forms.

3.6 Monitoring and Review of Policy

The implementation of this policy will be monitored by the Member of the Local Advisory Board with responsibility for SEND. This policy will be updated in line with new initiatives together with any streamlining of academy processes. This policy will be reviewed every two years.

SECTION 4: Funding

4.1 Funding Procedures

Funding for SEND comes through Whole Academy EFA funding plus the top up funding received for a small number of students with Statements or EHCPlans.

SECTION 5: Complaints Procedure

5.1 Complaints Procedures

If a parent or carer is concerned about SEND provision for their child, initial contact should be made with the class teacher, who can then raise the issue with the SENDCo.

An issue can be raised directly with the SENDCo (Mrs. Perry) who can be contacted on 01726 833484.

In the event of a formal complaint concerning SEND provision, parents/guardians are advised to contact the Principal or the Local Advisory Board and follow the academy Complaints Procedure which can be found on the website.

Title	Date adopted	Date reviewed	Date of next review
Special Educational Needs Policy	08. 03.16	February 2016	March 2018