

SEND

Introduction

The Birley Academy is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having 'special educational needs' have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

The Birley Academy: SEN/D Policy

We believe that all children should be equally valued in academy. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Rationale

The Birley Academy is committed to inclusion. Part of our strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys, men and women
- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- learners who need support to learn English as an Additional Language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress; pregnant school girls and teenage mothers
- any learners who are at risk of disaffection and exclusion

The Birley Academy sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We are trying to move from an SEN approach that locates a problem with the child to looking at what additional provision we need to make for specific children.

The development and monitoring of our work on Inclusion will be undertaken by the Leadership Team, with support from the governing body and children on the Academy Council.

The SEND Coordinator also takes the lead role in relation to pupils with additional needs.

Objectives

- To ensure the SEND code of practice 2014 is implemented and followed in the academy.
- To ensure equality of opportunity for and to eliminate prejudice and discrimination against, pupils with special educational needs.

- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum* through Quality First Teaching (QFT), differentiated planning by subject teachers, SENCO, and support staff as appropriate.
- To provide input, matched to individual needs following the guidance of outside agencies, in addition to differentiated class room provision, for those pupils recorded as having SEN.
- Through QFT, targeted intervention and support pupils, who need SEN support, to have their needs met within the normal range of provision in our learning community.
- To ensure that pupils with SEND are perceived positively by all members of the academy community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- To ensure that we are able to meet the needs of as wide a range as possible of pupils who live in our catchment area.
- To enable pupils to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of further education and employment.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the pupils in planning and decision making that affects them.

Working in Partnership with Parents and Carers

As of September 2014 the changes to SEND via the Children and Families act alongside the new SEN Code of Practice identifies the best practice is to work closely with parents around their child educational provision. Within this policy we aim to outline how we are working in accordance with the Governing Bodies' Accessibilities Plan, Government Policies and the Single Equality Act 2010.

As a community we strive to ensure that all parents have a say within their child's education as such we;

Invite parents to semi-annual reviews of ECHP, PEP reviews and parent evenings.

Ensure that parents always have a point of contact or key worker, whether that is SENCO, LSC Manager, IR Manager or SENDCO.

We have a termly SEND Parent Forum, whereby the parents and carers come in and discuss issues pertaining to the welfare and progress of their children with SEN, share ideas and strategies, and have input into the planning of SEN provision.

Parents are invited to comment on the provision through parent voice at a variety of events and evenings.

Leadership team evenings to discuss appropriate provision.

Tutor and celebration evenings.

We will seek parental permission prior to making any referral to a support service, this could include the educational psychologist, Parent Partnership or proceeding through the CAF process.

We aim to ensure that there are open lines of communication between school and home. School will alert them to any concerns regarding their child's learning or provision.

The school has an 'open door policy' whereby a parent can request a meeting and where possible the member of staff will meet immediately with them. If they are unable to, then they will be asked to contact the parent the same day.

Staff within SEND communicate with parents regularly by phone, email, meetings, parents evening, and via the students' planners..

Training events are being planned for parents with regard to support student with SEND.

The Birley Academy recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers' activities.

When a child starts at the academy we ask the parents/carers about their access needs and then send notes/newsletters home in the required format e.g. large print. For some parents/carers where there may be issues around accessing text we ensure that we have regular telephone contact.

Students' Participation

The Birley Academy believes that all children have rights. These rights are in relation to their special educational needs and should be involved in making decisions and exercising choices.

- Students will be involved in target setting for their PEP review, semi-annual reviews and transition process.
- Students will be identified early when needing additional intervention. This will be done in a sensitive manner and will be explained as to why the support and access arrangements are being arranged and how they can contribute to them.
- The Academy will recognise and be aware that students may have a number of outside workers working with their family.
- Learners who are struggling to make friends can be supported within the HUB at social times to spend time with other learners who have shared interests or can model good social behaviour.
- Social communication intervention groups address how to make friends.
- During unstructured times, all learners have access to the HUB and quiet club where they are encouraged to interact with each other and staff.
- For some students, there are aspects of academy which trigger anxiety. For these learners, a key worker identifies the aspects that pose difficulty and form a plan for how to manage these, including identifying modifications to the environment that need to be made, providing strategies for the learners to cope with these aspects, and safe places to go when it is overwhelming.

Head teacher

The head teacher has responsibility for:

- deciding with the governors and the SENDCO what this SEN policy should contain
- working with the SENDCO to ensure that he/she is able to fulfill his/her responsibilities
- ensuring that information is disseminated appropriately to all stakeholders
- overseeing the statutory assessment, ECHP and Semi-annual review process
- ensuring that accurate information is transferred between settings
- ensuring that students attain the highest standards they can and that measures are in place for when difficulties occur.

SENDCO

The main aspects of the SENDCO role include:

- overseeing the day-to-day operation of this SEND policy
- line-management of the TA's and HLTA
- developing the expertise and effectiveness of a team of teaching assistants
- planning, monitoring and reviewing pupil progress
- supporting teachers with strategies and resources
- liaising with parents of children with SEN
- contributing to in-service training (INSET)
- liaising with other schools regarding transition of students
- advising on teaching and learning to support effective differentiation in class

- chairing and co-coordinating the ECHP review process
- co-coordinating and preparing the necessary documentation during statutory assessment
- liaising with outside agencies and support services
- coordinating provision across curriculum areas ensuring continuity across key stages

Admission Arrangements

- Pupils with additional educational needs are considered for admission to the academy on exactly the same basis as for Pupils without additional educational needs.
- The academy has a vertical tutoring system, prior to the pupils moving to the secondary phase they identify a 'friend' that they would like to be placed with. In terms of lessons the pupils identified, prior to joining our academy, as having additional needs will also be matched to each class thus ensuring a balance of both provision and opportunity.
- Prior to starting the academy, parents/carers of children with a EHC plan or an EHC plan pending will be invited to discuss the provision that can be made to meet their identified needs.

Accessibly for pupils with SEN

- The school is a new building and was built with wheelchair accessibility in mind. As such there are 3 lifts, modified tables in each subject area. The practical based subjects such as food technology have a low version cooker; The Design and Technology rooms are also modified so that pupils with disabilities have access to all of equipment and machinery.
- At break and lunchtimes, the HUB provides a calm and safe base for children to eat.
- Visual aids such as visual timetables. Laptops, I pads and spell checkers are accessible to students, via the SEND budget as well as the opportunity to bid for external funding.
- The Birley Academy has a very proactive approach to differentiation, committed to a high level of training and support for teachers to enable them to deliver a broad and balanced curriculum which allows all learners to progress and succeed. There is a particular focus on teaching and learning with regards to learners with Autism.
- The learning needs and preferences of learners with SEND is taken into account when planning provision, and modifications are made where necessary, such as with regard to having permissions to leave lessons early and arrive late in order to miss the crowds; working in small groups and individually where resources allow; special consideration in examinations; and careful planning of "escape routes" and safe areas to go when needed and at all non-lesson times of the day.
- They have targeted intervention to address their needs with regard to social communication, speech and language, behaviour and communication, as well as literacy and numeracy groups, catch-up groups for various subjects, in Key Stage 4 we have specialist HLTA that works with small focus groups to help improve student's numeracy.
- Some learners access external providers for courses outside the academy, such as vocational courses on cycle maintenance, Hair and Beauty, Animal care and Horticulture.

Transition for Pupils of SEND

- A robust transition programme is essential in preparation for learners moving from Y6 into The Birley Academy. We work closely with families and partner primaries to ensure an individual package of transition is provided to each learner according to their transition needs.
- Typically, parents/ carers will come to look around during Y5 or beginning of Y6, meet with SENDCO and key staff, and discuss the needs of the child. Next steps are for the child to visit out of academy hours, then within academy hours, however many times it takes for them to familiarise with the building.

- Transition picks up pace in the Summer term, with the children taking part in sessions in the SEND Department before building up to Induction Week at the end of the school year. During the gathering of information, friendships are taken into account.
- Careful consideration is given to the transition of learners with into College placements, and support is given at every stage of the process to ensure a successful transition.

Adopted by Governors: Pupil and Student Engagement Committee October 2014

Review Date: October 2016

SENDCO – Victoria Hazell

IR Manager – Kathryn Cooper