



SEND POLICY

Nominated Lead member of staff:
Miss Genevieve Denn
SENCo

SEND Governor: Mrs D Broadbent

Next Review Date: November 2017

PURPOSE:

- To ensure that all students at Kearsley Academy, whatever their Special Educational Need and/or Disability receive appropriate high quality educational provision.
- To ensure that all students at Kearsley Academy are not discriminated against on the grounds of SEN/Disability.
- To ensure accessibility of provision for all students, staff and visitors.

To this end the Academy:

- Is wheelchair accessible
- Meets the audit criteria for students with Visual Impairment
- Provides specialist equipment to meet individual needs

PRINCIPLES:

Kearsley Academy actively seeks to include students from all cultures and backgrounds regardless of race, gender, ability or social and economic background. We believe that students with special educational needs or disabilities (SEND) have the right to a broad and balanced curriculum and to be educated alongside peers in their local community mainstream school wherever possible in accordance with the DFES Special Educational Needs Code of Practice.

The academy believes that all pupils should be encouraged and enabled to realise their full potential academically, socially, emotionally and physically according to their age, aptitude and ability.

We further believe that all students should feel respected, in order that their self-image and self-esteem is enhanced in a safe, happy and nurturing environment. The views, opinions and feelings of our students are important and valued and we firmly believe the role of parents and carers is vitally important in supporting their child's learning.

All teaching staff at Kearsley Academy will teach students who have SEND and are accountable and responsible for their progress, attainment and enjoyment.

Kearsley Academy is an inclusive school where every child is valued and respected. We are committed to the inclusion, to, progress and independence of all of our students, including those with SEND. We work to support our students to make progress in their learning, their emotional and social development, and their independence. We aim to create a learning environment which is of high quality but we also actively work to support the learning and needs of all students, including those with SEN.

Teachers prepare Schemes of Work and lessons which support the learning and progress of all students through a variety of methods, creative and innovative teaching techniques and the use of a wide variety of resources. Individual departments are responsible for their curriculum and teaching staff adapt their teaching and resources to suit the needs of all learners, including those with SEND in their classrooms (known as differentiation). Such in class differentiation may involve many adaptations and strategies, dependent upon the needs of the student.

AIMS:

- The staff and governors at Kearsley academy support a whole school approach to special educational needs. We work together as a team, collaborating all that we do for the benefit of all children.
- We believe in a fully inclusive approach.
- We aim to provide teaching methods, resources and learning opportunities that are adapted to meet the needs of all students.
- We aim to work closely with parents/carers, keeping them informed about their child's learning and encouraging a partnership between home and school.
- We endeavour to identify students with special educational needs as early as possible and review progress regularly in order to support their learning.
- We endeavour, through interventions and support, to close the gaps in learning with their peers, for the students on the special needs register.
- Through using guidance, nurture, support and challenge we will enable all students to fulfil and reach their potential.

ADMISSIONS:

The school aims to meet the needs of any student whom the parent wishes to register at the academy as long as a place is available and the admission criteria are fulfilled. No student will be refused admission solely on the grounds that s/he has SEND except where the student is the subject of a "Statement"/EHCP under section 324(1) of the Education Act 1996 and the Local Authority has indicated (in section 3 of the Statement) that the provision required is incompatible with that available at our school. Where a student due for admission is known to have special educational needs the Achievement Leader will gather appropriate information from any school the student has been attending and from other agencies known to have been involved. The school adheres to the Bolton School Admissions Criteria and Policy '*Children who have a Statement of Educational Needs (SEN) or Educational, Health and Care Plan (EHCP) will be offered places first.*'

OBJECTIVES:

- To identify and provide for students with special educational needs and additional needs (in consultation with parents, teachers, the SENCo and outside specialists where appropriate)
- To work within the guidance provided in the SEND Code of Practice
- To operate a 'whole student, whole school' approach to the management and provision of support for SEN
- To have a designated SENCo who will work within the SEN inclusion policy and co-ordinate provision
- To provide support, training and advice for all staff working with special educational needs students

- To develop and maintain partnerships and high levels of engagement with parents
- To ensure access to the whole curriculum for all students
- To improve standards of achievement of students by raising their expectations and what is expected of them
- To enable all students to achieve their full potential in examinations
- To encourage, develop and strengthen links with special schools and shareholders in the immediate and wider community

Roles and responsibilities for SEND provision

ROLE	DESIGNATED PERSON(S)
SENCo	Miss G Denn
SEN Governor	Mrs. D Broadbent
SEND Teaching Assistants	K Berry, W Moorhouse, D Jump, D Demain, S Jopson, S Jolly, L Early
Designated Staff for Child Protection	Mr. N Darlington Mrs. D Schofield
Designated Staff for LAC children	Miss G Denn

Identifying Special Educational Needs and Disabilities:

The definition of Special Educational Needs taken from the Special Educational Needs Code of Practice 0-25 year is:

- A child or young person has SEN if they have learning difficulty or disability which calls for special educational provision to be made for him or her.

It continues,

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 others the same age or
- Has a disability that prevents or hinders him or her from making use of facilities or a kind generally provided for others of the same age in mainstream schools or main stream post 16 institutions?

Section 6.25 – 6.32 of the Code of Practice identifies 4 broad categories of special educational needs:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

As such, all students who require school support will be registered under one of these categories.

Graduated Approach to SEND Support

STAGE	PERSON RESPONSIBLE
<p>1. Staff and/or parents to initially highlight concerns to SENCo, who will offer advice, support and strategies that can be put into place within the classroom as part of Quality First Teaching and differentiation.</p> <p>Student is placed on the in school SEND register at W1</p>	<p>SLT SENCo Heads of Department Teaching staff</p>
<p>2. Identify what the barrier to learning is and discuss strategies for Quality First Teaching. Monitor intervention and impact.</p>	<p>SENCo SLT Teaching staff Teaching Assistants</p>
<p>3 Identification of students who continue not to make progress despite Quality First Teaching Strategies and identify further assessment/intervention. At this stage the ASSESS-PLAN-DO REVIEW process has completed one full cycle and the child is upgraded to W2 on the in school SEND register (and School Support external register)</p>	<p>SENCo SLT HOD SaLT External agencies</p>

4. Implementation of further intervention and outside agency involvement recommendations.

SENCo
Teaching staff
Teaching Assistants
Support Staff

5. Monitoring of impact and progress to inform future provision, intervention.

SENCo is informed at all stages.

SLT
SENCo
HOD
Teaching staff
Teaching Assistants
Support Staff
External agencies

Identification and Review:

Identification of student needs will be achieved prior to entry to the school where possible, through liaison with partner primary schools and link special schools. Teacher assessment and test results are used to assist identification.

All students are assessed on entry to the school using the CAT tests. Identification will also take place by diagnostic testing, National Curriculum assessment and by the observations of teachers, parents and non-teaching staff. Students and parents will be able to nominate themselves/their child for screening and diagnostic assessment.

The SEN procedure will allow for the initial identification of SEN students in line within the code of practice. Further to this, where appropriate external agencies will also be involved in diagnostic testing.

Student needs will be reviewed via regular SEN meetings in line with SEN support in school and Educational, Health and Care Plan (EHCP) Stages of the Code of practice. Parental, student and staff views will be sought and Achievement Support Plans (ASPs) drawn up and reviewed at regular intervals. All staff will have access to these ASPs for each student. The teachers of students at both stages will refer to individual strategy sheets on a daily basis and implement them into their lessons in order to help students access the lesson. Teaching assistants will also refer to these strategy sheets in order to support individual student needs. All staff are responsible for the implementation of such plans in their curriculum areas.

In addition, those students placed on the in school register at W1 will have an individual strategy sheet and the majority will also have an Achievement Support Plan. All these students will be monitored and reviewed termly.

If progress is made students will move down a stage or off the SEN register and parents informed. If little or no progress is made steps will be taken in line with the Code of Practice to move them to the relevant stage.

SEN information will also be held on a school SEN provision map, which will be updated on a regular basis

INSET AND TRAINING:

In service training in SEN is encouraged. The governing body ensures that money is available for training in SEN, but resources are also available through the LA. Training needs can be identified from a number of sources i.e. when a member of staff highlights a specific problem, when interest is initiated concerning existing difficulties i.e. AD/HD, dyspraxia and particularly to meet inclusion needs.

SUPPORT SERVICES:

Full and appropriate use is made of all LA and other Support Services available to the school. This includes:

- Educational Psychologists
- Alternative Educational Provision
- Specialist Social Worker
- Health Authority (including School Nurse)
- Youth workers
- EAL Services
- Hearing Impaired Services
- Speech and Language Services – Extended Services Contract
- Visual Impaired Services

COMPLAINTS:

Any complaints regarding SEND will follow the same procedure as all complaints in the school.

STORAGE AND MANAGING OF INFORMATION:

All information is treated with the highest level of confidentiality and is in line with the school's policy on data protection and storage of information.

REVIEWING THE POLICY:

The SEND policy will be reviewed annually.

Next review November 2017