

# Special Educational Needs Policy

<i>Policy/Procedure Title</i>	<i>Special Educational Needs Policy</i>
<i>Author</i>	<i>OCC Model</i>
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## Introduction

As a special Academy Trust catering for children with complex needs, severe and profound multiple learning difficulties and those on the autistic spectrum, all our pupils come under the category of pupils with Special Educational Needs (SEN), or to use the more accepted terminology Learning Difficulties and Disabilities (LDD). As a result all Academy policies are, in effect, special needs policies and cover every aspect of the Academy curriculum, assessment, recording and reporting, and general Academy management.

This policy document clearly describes the way in which governors and staff of The Propeller Academy Trust Academy intend to make provision for all the children in their care.

## Definition

The term 'special educational needs' (SEN) has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age.

Special Academies are centers of excellence for children who have severe low incidence disabilities or who have a degree of vulnerability.

The Propeller Academy Trust manages special Academies and pupils with a wide range of difficulties and severity of need attend the Academies. These needs currently fall into one of a range of categories as specified in the relevant funding agreements. These include but are not limited to e.g.

### Moderate and complex learning difficulties MLD.

Children who are able to function as part of a group. They require a carefully structured curriculum, individual plans and timetables with well differentiated work. They will need some TA support allowing them to progress at their individual level. They do not usually require 1:1 provision unless there are additional sensory, physical or emotional difficulties

### Severe Learning difficulties SLD

Children with severe learning difficulties. These pupils need to work in a small group with a great deal of support. They will need a high level of support.

### Profound and multiple learning disabilities PMLD

These pupils need a great deal of care provision as well as detailed individual programmes, they will need mainly 1:1.

### Autism Spectrum Disorders ASD

These pupils will need access to a highly structured environment with routines and specific teaching methods directed at reducing anxiety and using a great deal of visual support. The level of support required by individual differs according to the severity of their needs, it can be as high as 3:1 but in some cases pupils are able to progress well in an MLD class with the appropriate structure and skilled support.

## Admission

Children may be admitted to either the Integration Foundation stage Class or to the Early Years Class. All children admitted to a Special Academy provision must have an Education, Health & Care Plan (EHCP). Children in the FS Class can be admitted if their statement is started.

Before a child can be considered for admission The Propeller Academy Trust would expect to satisfy parents that the child's special educational needs could be met at one of the Academies. The Code of Practice' Section 8

A child may not be admitted if:

- a) They are considered a danger to themselves or other pupils
- b) They do not fall into the categories as specified in current Funding Agreements
- c) It is felt their problems in addition to their learning difficulties (e.g. behavioral problems) should be catered for in a Academy with a particular specialism.

If a child is thought to be a suitable candidate for a place at the Academy an SEN officer prepares a case which is considered at the SEN Moderation panel. The panel is made up of SEN and LA officers, representatives from Primary, Secondary and Special Academies and Educational Psychologists. The panel sits weekly/fortnightly depending on demand. The LA then consult with the Trust to ascertain the availability of a place.

### Access

Access to all sites meet with current access legislation. The Academy, wherever possible, will always seek to continually review and improve the access arrangements on all of its sites.

### Roles and Responsibilities

The overall responsibility for the welfare and education of all our pupils rests with the Headteachers and Directors. The responsibility for the welfare and curriculum planning of the individual child rests with the individual class teacher and is coordinated by the Deputy or Headteachers with curriculum responsibility.

The role of the SEN coordinator.

- The coordinator attends all the meetings of the local partnership SEN groups
- The coordinator oversees in reach within the Academy and outreach from the Academy
- The coordinator ensures that resources are available and is in charge of purchasing for the subject.
- The coordinator also highlights relevant articles, web sites as appropriate.

### Identification and Monitoring

Although all pupils within the Academy have already been identified as having SEN, there still remains a need to be alert to changing needs and opportunities for the individual child, This may involve looking towards an integration programme with the local primary or secondary Academy, and in some case following an examination course at the local comprehensive. On the other hand it may include arranging even more help within Academy where a child is experiencing extra difficulties or would benefit from additional programmes of study/ therapy.

The responsibility of identifying a need, setting up an appropriate programme and monitoring its effectiveness, originates with the class teacher with reference to both the head and deputy head, any other professionals and, where appropriate, the parents.

### Assessment

Assessment is crucial to all curriculum planning for continuity and progression.

Within the Academy, the wide range of age and ability necessitate the maintenance of a complex system of recording and assessment: such a system is in full operation. The system is detailed within

the assessment policy. In keeping with the earlier statement all our policies are policies for pupils with SEN due to the nature of the Academy.

### Integration

At The Propeller Academy Trust we engage in a wide range of integration opportunities for pupils. We are mindful of the appropriateness of any integration and are always clear of its main purpose. The aim is for every child to have experienced some opportunities to work with or alongside mainstream peers. For some pupils there will be many such opportunities whilst for some there will be at least one project. A register of these opportunities is kept by the SENCO.

### Class Structure

Class organisation is of prime consideration in the setting up of the annual timetable arrangements. Pupils are grouped according to need and groups that will function well together. At this time (normally term 5) individual staff, in consultation with the Senior Leadership Team plan for class groupings and staff support in direct relationship to the specific needs of the children they will be teaching the following year. The staff resources within the Academies are used as effectively as possible.

### Class organisation and practice

Once class groups and staffing have been organised the class teacher is responsible for planning, organising and evaluating the class and individual programmes as they progress.

Class records, staff planning and actual classroom practice are monitored through:

- Yearly check of children records
- Observation in class
- Subject coordination/ curriculum team
- Teacher and TA performance management
- Subject moderation meetings
- Departmental meetings
- Core Audits
- Data collection

### Accountability to parents

All children on roll at The Propeller Academy Trust have an annual review to which parents are invited and at which the progress over the last year and aims for the coming year are discussed and agreed.

All children at The Propeller Academy Trust have termly Individual Education Plans which are shared with parents and increasingly parents are contributing to

There is a termly parents evening where parents are invited to attend individual consultation where progress against IEP targets can be discussed.

At the end of the summer term a student Summary Statement is sent home and parent may respond if they wish.

Parents are encouraged to participate whenever possible particularly in the planning of their child's individual programme.

Parent may ask to see their children progress records at any time

The Academy takes parental accountability very seriously.

## Support Services

The Academy has regular contact with:

- Educational Psychologist
- Speech Therapist
- Physiotherapists
- Occupational Therapists
- Music Therapist
- The Sensory Impairment Service SENSS (including Autism support)
- Social Services
- Early Intervention Hubs
- Early Years Support Services
- School Health Nurse
- Springline Partnership of Schools

In addition any children with suspected sight or hearing impairment may be seen by the relevant professional when they visit the Academy.

Academy staff and/or parents wishing to see the people from the support services in connection with a child may approach the Headteacher to arrange a consultation.

## Staff experience and Qualifications

All teaching staff have had either several years experience in special need or have an additional qualification or both. The majority have had previous experience in mainstream Academies. There is a great deal of emphasis put on Continuing Professional Development and a large portion of the budget is directed to support staff continually updating and increasing skills. All staff are aware of the need to keep abreast of recent innovations in the world of SEN and Mainstream education and we strive to ensure all opportunities for relevant training are offered.

TAs are given regular opportunities to follow relevant courses and are encouraged to take these up. Courses are linked to targets set at Performance Management review. Funding comes from the Academy budget, Specialist Academy funding or partnership funds.

Teachers are encouraged to attend personal training related to their Performance Management. Other general INSET monies are allocated from Academy Budget for the areas of development which have been previously discussed at either Performance Management or SDP meetings.

As a staff we are all aware of the need to keep abreast of recent innovations in the world of Special and Mainstream Education and we strive to cover all opportunities for relevant training that are offered.

With a small staff covering a range of subjects across Nursery, Primary and Secondary age groups we have found it necessary to allocate specific responsibilities for attendance at meetings.

We also have an Academy-based INSET programme which involves the staff as a whole and is aimed to cover new ideas, initiatives and teaching methodology and to examine these in the light of existing good practice.

### Whole Academy Planning

All staff are involved with planning for class groupings, staff timetabling, whole Academy curriculum aims and organisation of curriculum delivery. We have regular staff meetings to discuss curriculum subjects, to update on each subject via the curriculum co-coordinator, and to devise curriculum plans for subjects with a fixed National Curriculum content requirement, e.g. Science, Humanities and RE.

Whole Academy planning for wider issues is clearly indicated in the SDP.

The priorities range across important issues such as:

- Assessment
- Core/Extended core
- Staff development
- SLD entitlement
- Community links
- Academy maintenance

The Directors are involved in all aspects of Academies planning, fully supporting the staff and parents.

A resources sub-group deals with budget planning after consultation with the Headteachers and Local Governing Bodies. Where appropriate the members of the Local Governing Bodies or Headteacher will involve specific staff in decisions regarding resource targeting.

Once financial decisions are made, staff are informed of all budget allocations. Subject/class teachers are able to submit orders for resources within the amounts allocated to them. The budget figures are displayed within the SDP.

### Evaluation

Our main indicators for an effective policy put into practice are:

- Pupils' achievement through Assessment Records, Individual Portfolios, Subject moderation meetings, year on year data.
- Attitude to learning, though clearly subjective can be measured by experienced teachers and parents through the child's general demeanor and response.
- Positive parental interaction
- Progress report (September) on previous year which covers all aspects of SIP.
- Staff evaluation sheets (May) are completed on all aspects of Academy.
- Staff morale.
- Learning and Culture – Monitoring Quality Review
- OFSTED Inspection
- Basic Skills Agency Award (Primary and Secondary)
- International Academy Award

