



**George Spencer  
Academy**

# **Special Educational Needs Policy**

**Adopted: September 2014**

**Review date: September 2015**

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### Contents:

Mission Statement .....	04
1. Aims and objectives .....	04
2. Responsibility for the coordination of SEN provision .....	05
3. Arrangements for coordinating SEN provision .....	05
4. Admission arrangements .....	05
5. Specialist SEN provision .....	06
6. Facilities for pupils with SEN .....	06
7. Allocation of resources for pupils with SEN.....	06
8. Identification of pupils' needs .....	07
9. Access to the curriculum, information and associated services .....	10
10. Inclusion of pupils with SEN .....	11
11. Evaluating the success of provision .....	11
12. Complaints procedure .....	11
13. In service training (CPD).....	11
14. Links to support services .....	12
15. Working in partnership with parents .....	12
16. Links with other schools.....	13
17. Links with other agencies and voluntary organisations .....	13

## **Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13<sup>th</sup> March comes into force from the 1<sup>st</sup> September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors

## Mission statement

Achieving Excellence through Innovation and Individualised Learning

### 1. Aims and objectives

#### Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Our School aims are:

- Our purpose is to develop successful learners, confident individuals and responsible citizens, irrespective of their ability or background. Everything is for this purpose.
- We acknowledge and encourage both the rights and responsibilities of our students and their parents, our staff and Governors, and the wider community.  
We welcome the accountability this brings.
- Quality counts in every aspect of the School, in teaching and caring for our children, relationships and communication between people and in our use of resources and the environment.
- Seeking quality involves continuing review and development. We embrace the change this brings.

***‘The school is friendly and welcoming and provides a caring and supportive environment. Its work with students facing challenging circumstances is exemplary. They are supported vigorously, and the school can point to students whose chances in life have been turned around by the school’s intervention’ (Ofsted 2011)***

#### Objectives

- **Identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, our feeder schools, health and care services prior to the child’s entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCo and Curriculum Leaders, and Directors of Learning and Achievement and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils’ needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child’s education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child’s progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school’s SEN work.
- **Work with and in support of outside agencies** when the pupils’ needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.**

This means providing meetings between teachers and support staff and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. membership of the School Council.

## 2. Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is Fraser Mitchell
- The Governor responsible for SEN provision is Geoff Weightman
- The person responsible for promoting and leading Inclusion across the Spencer Academy Family of Schools is Zena Mayes
- The person responsible for co-ordinating the day to day provision of education for pupils with SEN is Victoria Jones (SENCo)
- The Inclusion Team Co-ordinator is Susan Tivey
- The Social Inclusion Team Co-ordinator is Caroline Holland

## 3. Arrangements for coordinating SEN provision

The SENCo will hold details of all SEN Support records such as provision maps, IEPs, pupil profiles or alternatives or structured conversations and subject targets for individual pupils.

### All staff can access:

- The George Spencer Academy SEN Policy;
- A copy of the full SEN Register or alternative school document used for tracking this cohort on SIMS
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their IEP or alternative records of targets set/outcome monitoring.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on current legislation and SEN provision on the shared drive
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff and parents in a clear summary version in order to aid the effective co-ordination of the school's SEN provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

## 4. Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Details of the school admission arrangements can be requested from the school office. All students from the three named schools with first preference are admissible to the school irrespective of any special educational needs. If places are then available consideration will be given to applicants who can establish exceptional medical or Special Educational Needs relating to their child. Supporting written evidence from a doctor and/or from other relevant professional agencies is required.

Where applicants applying on the grounds of exceptional medical or Special Education Needs are NOT admitted, and in the event of over-subscription, they will be offered a place on a waiting list.

For more details see the school website.

## **5. Specialist SEN provision**

George Spencer Academy is able to support a number of pupils with different levels of Special Educational Needs.

The Inclusion Team comprises the Director of Inclusion (SENCo) (full time teacher), an Inclusion Team Co-ordinator who leads the Learning Support Assistants and Personal Care Assistants and a Social Inclusion Team Co-ordinator who leads the Social Inclusion Case Workers.

We are committed to whole school inclusion. For more information on our provision for inclusion see section

**10.**

## **6. Facilities for pupils with SEN**

*The school has a range of specialist SEN facilities in place. These are:*

1. A specialist new building – the LINC building – Learning and Inclusion Centre
2. AIM room – bespoke, safe room in LINC to discuss BESD issues
3. SPACE – a room in LINC for 1:1 tutorials
4. A wet room and disabled toilet in LINC
5. A literacy classroom
6. A Nurture classroom
7. A wheelchair friendly site
8. Access to a fitness suite for physiotherapy sessions
9. Radio Aid friendly rooms in new buildings
10. SEE THE WEBSITE FOR THE GEORGE SPENCER LOCAL OFFER

## **7. Allocation of resources for pupils with SEN**

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCo will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Where students have specified hours allocated by the High Level of Additional Family Needs Funding received from Nottinghamshire (or Derbyshire) LEA, then these are fully met/used, either in the deployment of a specialist teacher and/or Learning Support Assistants (LSAs). These hours are further supplemented by the school's funding for LSAs, the school has taken a conscious decision to increase the number of LSA hours in order to support students within the classroom.

The Inclusion Team is well resourced in terms of teaching and support materials and equipment of various types.

## 8. Identification of pupils needs

### Identification

See definition of Special Educational Needs at start of policy

Early identification, assessment and provision for any SEN/LDD & BESD student is very important because it can:

- minimise the difficulties that a student is experiencing;
- maximise the likely positive response of the student;
- allow for a temporary learning difficulty to be overcome and for future learning to be unaffected.
- lead to positive outcomes

For this reason a comprehensive screening and referral system is in place:

- all students are screened on entry to the school using reading tests, spelling tests and the NFER Cognitive Ability Tests;
- full use is made of the information, including Key Stage 2 levels, resulting from the close liaison that takes place between members of the Individual Needs team and colleagues in primary schools;
- subject teacher request;
- parental request;
- student self-referral;
- Educational Psychology Service, District Health Authority or General Practitioner request;
- screening re-tests in years 8 & 9 as applicable.
- Exam Access Arrangement testing and application as appropriate

Students thus identified will receive an individual assessment as soon as is practicable. Following this assessment a decision will be made as to the appropriateness and level of intervention needed.

Annual Reviews are held for all students with a Statement of Special Educational Need and EHCP.

Multi agency meetings are held as appropriate.

### **A graduated approach:**

#### ***Quality First Teaching***

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.

- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

### **SEN Support**

Where it is determined that a pupil does have SEN, parents will be formally advised of this decision. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

#### **Assess**

This involves clearly analysing the pupil's needs using the class/subject teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

#### **Plan**

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

#### **Do**

The class/subject teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class /subject teacher. They will work closely with Learning Support Assistants and /or relevant specialist staff

to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

### **Review**

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class/subject teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

### **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a statement will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

or by speaking to an Education, Health and Care Plan Co-ordinator on:

**0115 9774012 or 0115 9773323**

or by contacting the Parent Partnership Service on:

**0115 948 2888**

### **Education, Health and Care Plans [EHC Plan]**

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## 9. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents for other flexible arrangements to be made.

All students have access to a broad, balanced and relevant curriculum, including the National Curriculum. The school helps to support students in a variety of ways, its primary resource being good classroom practice, including differentiation. All teachers are teachers of student with Special Educational Needs/LDD and remain responsible for differentiation of their curriculum area. Each faculty has an attached 'IN Link' LSA who liaises closely with their staff. Each Year group has at least one attached 'IN Link' LSA.

Inclusion staff are available, due to a flexible timetable, to work with students and staff in a variety of ways in order to achieve optimum accessibility to the curriculum.

The support timetable is drawn up both to meet the needs of students who are funded through the High Level and Additional Family Needs arrangements and to enable flexibility of response to changes in pupil need throughout the school year.

Resources deployed include a combination of in-class support, workshops and tutorials. Support is based on identified student need and is regularly reviewed as an integral part of the provision mapping process.

We also aim to

- Keep staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Provide regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Make use of all class facilities and space
- Use in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Make sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENCo in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

## **10. Inclusion of pupils with SEN**

The Principal Fraser Mitchell oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub.

## **11. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

All provisions and Interventions are reviewed annually and modified as necessary, this includes pupil's voice, parental voice, and analysis of data

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCo, Principle, SEN Governor and information is gathered from different sources such as child and parent surveys, teacher and staff surveys, parent's evenings, consultation evening, feedback forms, school forums. This will be collated and published by the governing body of a maintained school (or the proprietors of Academy schools) on an annual basis in accordance with section 69 of the Children and Families Act 2014

## **12. Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCo, who will be able to advise on formal procedures for complaint.

## **13. In service training (CPD)**

The Inclusion Team is allocated a sum of money each year to participate in in-service training in line with departmental and whole-school improvement plans. Training and development needs are clearly identified in the Action Plan and when each member of staff undergoes the annual Performance Management process.

Every new member of staff is required to attend an in-service session delivered by the Inclusion Team staff examining the identification of dyslexia in students and the action that staff need to take in order to meet the needs of such students. In-service sessions are provided for all new members of staff to ensure that there is a common understanding of the Code of Practice and its implementation at George Spencer including the appropriate use of IEPs, Pupil Profiles and the Inclusion Team.

Internal and external expertise is utilised to enable information INSETs on general or specific issues such as ADHD/ASD and differentiation.

The SENCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

## **14. Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo, who will then inform the child's parents.

The following services will be involved as and when is necessary:

Educational Psychology Service, the NHS, Emotional Health & Wellbeing (CAMHS), Social Care as well as signposting to a wider range of organisations available through the Early Help Unit

## **15. Working in partnerships with parents**

George Spencer Academy believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through assessment points, parent's evenings, provision reviews, and reports in years 9, 10 and 11.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCo may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Governor Geoff Weightman may be contacted at any time in relation to SEN matters.

## 16. Links with other schools

The school is the Lead School in the Spencer Academies Trust, this enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Very good links exist between the George Spencer family of schools both in terms of liaison work at the point of transfer and for funding issues. Parents are encouraged to make contact with Inclusion staff before their children start at the school and/or at the New Intake Evening.

When a student leaves George Spencer School full records are passed on to the student's new school. These will include IEPs/ Pupil Profiles, up-to-date Inclusion records and appropriate examination access arrangements.

## 17. Links with other agencies and voluntary organisations

George Spencer Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCo is the designated person responsible for liaising with the following:

- The Education Psychology Service
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services

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**Signed** \_\_\_\_\_ *[Name]* **(Headteacher)**

Date \_\_\_\_\_

**Signed** \_\_\_\_\_ *[Name]* **(SENCo)**

Date \_\_\_\_\_

**Signed** \_\_\_\_\_ *[Name]* **(SEN Governor)**

Date \_\_\_\_\_

**This policy will be reviewed annually.**

List of abbreviations used:

SEN	Special Educational Needs	IEP	Individual Educational Plan
LDD	Learning Difficulties and/or Disabilities	SFSS	Inclusion Support Services
AFN	Additional Family Needs	IN	Individual Needs Team
LSA	Learning Support Assistant	BESD	Behavioural, Emotional and Social Difficulties
EPS	Educational Psychology Service	JAT	Joint Access Team
		BST	Behaviour Support Team
ADHD	Attention Deficit/Hyperactivity Disorder	CAMHS	Child Adolescent Mental Health
ASD	Autistic Spectrum Disorders		
NFER	National Foundation for Educational Research		