



SEND Policy

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TOVE LEARNING TRUST

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Rushden Academy believes in making it possible for every pupils to achieve aspirational outcomes; educationally, socially, in their personal life and within their local community. Or Academy is committed to working in partnership with relevant professional in order to achieve holistic outcomes for child. This policy sets out our strategy for empowering pupils by:

- ensuring that pupils with learning difficulties and/or disabilities make good or better progress through the well-targeted support they receive and that they are fully integrated into other aspects of school life
- early identification of pupils who are in need of extra provision and ensuring smooth transition between schools and key stages through good communication systems within the school to refer pupils who may be in need
- ensuring all staff are aware of each individual's needs and how to best support them in class so that they are confident in responding to pupils of all abilities and needs
- Keeping parents fully informed and to actively seek the involvement of parents in education of their children
- Ensuring pupils and their parents are involved in all decisions
- Creating strong partnerships with supporting agencies and alternative provision networks

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The four broad areas of special educational needs are:

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

In admitting pupils with special educational needs we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs.

4. Roles and responsibilities

4.1 The SENCO

The SENCO at Rushden Academy is Mrs Paula Smith who is a qualified teacher, holds the National Award for Special Educational Needs Co-ordination. Contact details are 01933 350391 or email p.smith@rushden-academy.net

She is responsible for the coordinating the day-to-day provision for pupils with SEND.

As part of their role they will:

- Work with the Principal and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Principal and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor is Reverend Chris Youngman

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Principal

The Principal will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed.

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment **will not automatically** mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

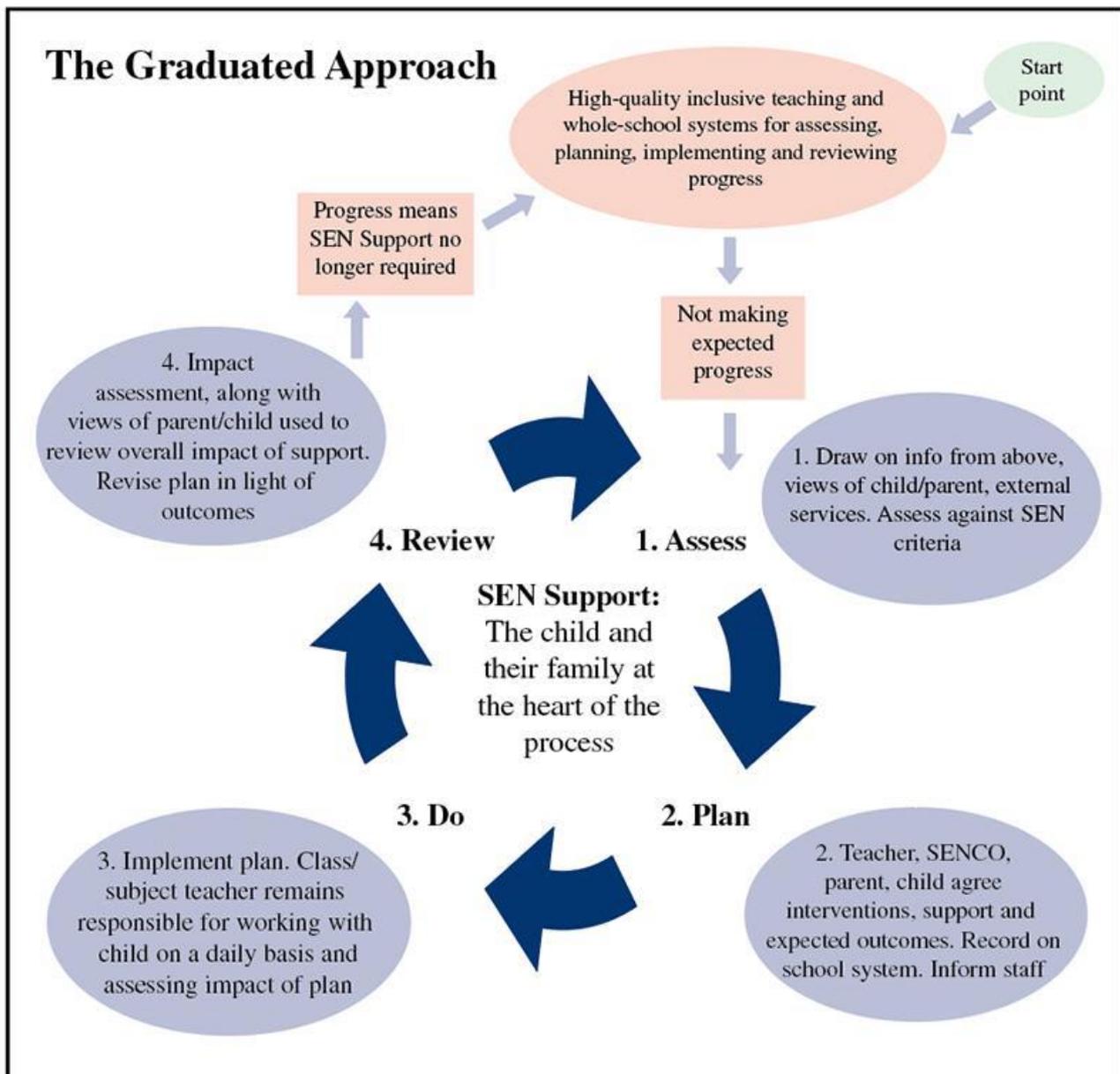
- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Every student in the school has his/her progress tracked **three** times per year at data collection points. In addition to this, students with special educational needs may have more frequent assessments of reading, spelling etc...to see if students are increasing their level of skills in key areas.

Students with Provision maps will be reviewed termly, rag rating progress towards their targets. Those students with EHCP Plans are tracked closely to monitor their progress towards specified targets. If these assessments do not show adequate progress the SEN Provision map will be reviewed and adjusted. We will make every effort to ensure that parent/families and the students will be actively involved at all stages in this process.

At Rushden we hold parent consultations once in the academic year, Year 7 students also have the opportunity to meet the tutor. The SENCO is available at all parent consultations to discuss student progress. Appointments can be made with Mrs Smith in line with the usual appointment booking system. Progress reports will be made available three times per year.

Data will be analysed after every Assessment point to assess progress of those with SEN Needs in comparison with those students with no identified SEN Needs.

Any child identified on the SEND register receives additional support.

- All SEN Support students are included on the SEN register and as **(K)** on SIMS/GO4 schools.
- All SEN students with an EHC plan are included on the SEN register and as **(E)** on SIMS/GO4 Schools

Those who make it onto this register **must be** receiving provision that is additional or different to that made for students without SEND.

- SENCO in conjunction with staff and professionals will ensure this provision will best enable students to receive the best possible outcomes
- SENCO to consider whether any further support is required from the local authority or other external agencies.

The outcome of any detailed assessments will be shared with parents/families/carers and the student, and we will discuss with them what additional resources and different approaches are required to enable the student to make better progress. We will put the outcome of this discussion into a support plan called a provision map and this will be reviewed regularly, and refined / revised if necessary. At this point we will have identified the student has a special educational need and make special educational provision for the student which is additional and different from what is normally available.

When a student is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Additional transition visits are made available for SEN and other vulnerable students prior to joining Rushden Academy. Private tours of the school during working hours are made available to prospective parents, carers and students for an admission.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

- Individual programmes of work to meet a variety of needs may be developed for the student and delivered in a 1:1 or small group situation.
- Small group and 1-1 support for those students who have reading and spelling difficulties.
- Support for students who have difficulty with organisational skills to encourage them to take responsibility for their learning.
- In-class support to help students access the curriculum alongside their peers. Support staff work closely with teaching staff to ensure that student progress is maximised in all learning environments.
- The Sensory Impairment Team work with students who have hearing/sight difficulties to ensure they are able to access the curriculum alongside their peers.
- Social skills programmes are available for those students who find interacting with others difficult. This may be particularly relevant for those who have an ASD diagnosis.
- A lunch time activity club for those who find unstructured times difficult.
- The school is able to access additional support from the Education Entitlement Service.

We will also provide the following interventions:

- Literacy support – Bedroc, a catch-up literacy intervention for pupils at risk of falling behind their peers in early secondary schooling. It provides systematic and rigorous practice in phonics so that pupils are at an appropriate level to join the mainstream group after completion of the intervention.
- Literacy support – Lexia, a computer based programme that allows students to work at their own pace and engages students in learning phonics and building their language arts/reading skills via a computer programme.
- Literacy support - Inference training, for students who are able to decode text adequately but find it more difficult to comprehend and infer meaning.
- GCSE pod is a revision tool for students studying for their GCSE examinations; the service provides high quality, focused learning in 'Pod' format across 20 popular GCSE subjects, and filtered by exam boards.
- Doodle is a homework provision, that helps implement effective intervention, and enable teachers to track progress. It engages students in their own progress with straightforward learning checklists and detailed reports that highlight their successes and provide meaningful steps for improvement.
- Mathletics - is a captivating online learning space providing students with all the tools they need to be successful learners, both in the classroom and beyond.

- Ed Lounge is a unique platform to help your students improve their outcomes through a personalised e-learning pathway. EDClass is a remote learning application designed to help break barriers to learning with online
- Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age, and suggests books that match pupils' needs and interests. Pupils take computerised quizzes on the books and earn AR points as they progress.
- Plus a variety of curriculum-based clubs and fast track sessions offered by curriculum areas.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

At Rushden we have bespoke provision. The **Curriculum Access Provision (CAP)** provides support to students who present with such difficulties that prevents them from being able to access the full curriculum. They are provided with a key worker and 1:1 support both within the provision and in lessons. They have meeting with teaching to discuss strategies to best support them when in lessons. If appropriate external support packages are sourced to enable the students to be successful.

Communication with Parents is crucial and they are regularly contacted to update on progress of the students who require this bespoke support

5.9 Expertise and training of staff

In our school we believe that all staff should be involved in supporting students with special educational needs and so we ensure that staff have training to help them do this.

Staff have face to face training on ASD and ADHD via an external provider. In service training also focused on effective teaching and learning for all including differentiation.

Our CPD programme provides training on Literacy and Numeracy across the curriculum, Updates on safeguarding (inc national strategies), Hearing/visual impairment team and Pace and Rigor in the classroom.

5.10 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6/7 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.11 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The school buildings have more than one storey thus not easily access accessible for wheel chair users and disabled students. We will however make reasonable adaptations where external advisors recommend the use of equipment or facilities which the school does not have we will rent, borrow or purchase/ contribute to purchase if funds allow or if in excess of the notional £6000, apply for higher needs funding.

We support pupils with disabilities by:

- Working collaboratively with specially resourced provision, with support services and special schools, mainstream schools can ensure that the wide spectrum of SEN is met.
- Learning aids, ICT and specialist furniture, fittings and equipment – a variety of learning tools and teaching resources, ICT (computers and access technologies), specialist aids and equipment are used, some of which are bulky. Children may need particular furniture, fittings and equipment, such as height adjustable workstations.
- Our Accessibility plan can be found at the following link www.rushden-academy.net

5.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of the CAP lunchtime club to promote teamwork/building friendships etc.
- Pupils with SEN also have the opportunity to access our Well-being provision within CAP

We have a zero tolerance approach to bullying.

5.13 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. If these concerns persist parents should contact the school SENCO. If they are unhappy with the outcome then they will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.14 Contact details of support services for parents of pupils with SEN

We seek to respond quickly to emerging need and work closely with other agencies and other professionals and organisations that provide support to children and young people. These include:

- Early Assessment Team
- NCC Sensory Impairment team
- Tier 3 services available through complex case referral
- Multi -agency Safeguarding Hub (MASH)
- Education Psychology Service
- Education Entitlement team
- Specialist support Services for Autism and SEND

- Information Advice Support Service (IASS)
- CAMHS
- Sensory Impairment Team
- NHS Services
- Speech and Language
- Service Six local counsellors and therapeutic practitioners
- Virtual Schools

5.15 The local authority local offer

Our local authority's local offer is published here:

You can find details of the local offer at:

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/localoffer/Pages/default.aspx> Call 0300 126 1000, option 5 Email: LocalOffer@northamptonshire.gov.uk

You can find details of the Parent Partnership at: http://www.iasnorthants.co.uk/about-us/Documents/NCC129966_IASS_A5Leaflet_AW_Nbleed.pdf

Call 01604 636111 Email contact@iasnorthants.co.uk

We advise parents and families without access to the Internet to make an appointment with the SENCO for support to gain the information they require by calling Paula Smith on 01933 350391 or emailing p.smith@rushden-academy.net

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Supporting pupils with medical conditions
- Safeguarding and Child Protection

This policy was been approved by the board on: 3/12/18.....

Name: TIM FOSTER.....

Signature: [Handwritten Signature].....

Position: Chair of the Board

Date: 3/12/18.....

Signed:

Date:

Due for Renewal: