



*“Striving for Excellence  
Opportunity and Success for All”*

# SEN/D POLICY

Policy Review Details	
Policy Reviewed	<b>15.09.20</b>
Policy Review Due	<b>15.09.20</b>
Committee	SSC/Pastoral

## **Background**

### **Legislative framework:**

Redmoor Academy SEN/D policy for young people with special educational needs or disabilities is governed and informed by the statutory framework set out in:

Education Act 1996  
SEN code of practice 2015  
Education Act 2002  
Education and Inspections Act 2006  
Education and skills Act 2006  
Equality Act 2010

### **Introductory statement**

This SEN/D policy details how Redmoor Academy will do its best to ensure that the necessary provision is made for any student who has special educational needs and those needs are made known to all who are likely to teach/support them.

Redmoor Academy will use its best endeavours to ensure that teachers in the school are able to identify and provide for those students who have special educational needs to allow students with special educational needs to join in the activities of the school together with students who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the students with whom they are educated.

The staff and governors of Redmoor Academy will endeavour to ensure that all SEN/D students reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEN/D students. All teachers are teachers of SEN/D students. Teaching and supporting such students is therefore a whole school responsibility requiring a whole school response. Meeting the needs of SEN/D students requires partnership working between all those involved - LA, school, parents/carers, students, children's services and all other agencies.

Redmoor Academy is committed to welcoming all students. Adjustments will be made where necessary and where possible to enable all students for whom Redmoor Academy is the best placement, to access lessons and social time as freely as possible. Needs and adjustments will be considered on an individual basis.

### **Fundamental principles**

Redmoor Academy aims to ensure that:

- Teachers are aware of the importance of early identification and of providing for SEN/D students whom they teach.
- SEN/D students will have their needs met.
- The views of the students are sought and taken into account.

- Partnership with parents / carers plays a key role in supporting their child's education and enabling them to achieve their potential. Our school will endeavour to support parents / carers through the process of transition and adjustment.
- SEN/D students are offered full access to a broad, balanced and relevant education,
- SEN/D students have full access to all school activities so far as it is reasonably practical and relates to the student's needs.
- We work in partnership with external agencies to meet the needs of the student.
- There is a smooth transition at each transition stage for the student.

Redmoor Academy will:

- Ensure that the notional funding provided for SEN/D is used to deliver the necessary provision for any student who has SEN/D
- Inform the student's parents/carers that special educational provision is being made for them because they have SEN/D.
- Ensure that parents/carers have knowledge about the SEN/D provision that the school makes, are able to make their views known about how their child is educated and have access to information, support and advice regarding their child's SEN/D.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those students who have SEN/D.
- Ensure that a student with SEN/D joins in the activities of the school together with students who do not have SEN/D
- Have a written SEND policy containing the information as set out in SEN Code of Practice 2015, and report to parents on it in the school prospectus, including the name of the person responsible for coordinating SEN/D provision.

## **Definition of SEN/D**

Students have special educational needs if they have a difficulty which calls for special educational provision to be made for them e.g. which is in addition to or different from areas differentiated in curriculum plans. Redmoor Academy regards students as having a SEN/D if they:

- Have a significantly greater difficulty in learning than the majority of students of the same age
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students/young people of the same age in schools

Students 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.

Redmoor Academy will have regard to the SEN/D Code of Practice when carrying out its duties towards all SEN/D students and ensure that parents / carers are informed by the school that SEN/D provision is being made for their child.

## **The 3 wave approach to provision**

In order to help students maximise their potential and to prepare them for GCSEs Redmoor Academy will adopt a 3 wave approach to meeting special educational needs that offers the following:

### **Wave 1**

**Universal provision** will ensure that all students with additional needs have access to quality first teaching whereby additional provision and adaptations will be made as part of normal class activities.

### **Wave 2**

**Targeted support** will be given to students who need support additional to or different from that provided as part of normal class activities.

### **Wave 3**

**Specialised support** will be given to those students whose additional needs require support from specialist outside agencies such as: Autism Outreach, CAMHS, and Specialist Teaching Services

### **Monitoring and Early intervention**

The progress made by all students is regularly monitored and reviewed. Initially, concerns registered by teachers, parents / carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies/interventions used.

### **Triggers for intervention and SEN support**

The triggers for intervention by the SEN team will be concern, backed by evidence, about a young person who despite receiving differentiated learning opportunities makes:

- Little or no progress even when teaching approaches are targeted particularly in a young person's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment across curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques employed by the school;
- Has sensory or physical difficulties and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases outside professionals from health or children's services may already be involved with the young person. Where these professionals are not already working with Redmoor Academy, the SENDCo and Assistant SENDCo will contact them having discussed the situation with the parents / carers. The SEN/D team will further assess the young person and support for the individual will be discussed and action taken.

### **Assessment, Planning & Review**

Students identified with additional needs requiring targeted support will be placed on the school's SEN register and this will be coded with the letter 'K'. These students will have a student passport to document their barriers to learning and ways to possibly overcome these barriers. In addition they will have a learning plan which documents their targets. This information is shared with relevant staff through the software Provision Map. These are monitored and reviewed three times a year via parents evening, academic reports and SEND Review meetings in conjunction with the student.

### **Statutory Assessment of SEN/D**

In a very few cases, if a young person continues to demonstrate significant cause for concern despite interventions at SEN support, a request may be made for Statutory Assessment. This will decide the

nature of the provision necessary to meet the young person's SEN/D. In exceptional circumstances, a child may be referred straight to Statutory Assessment and the school will provide written evidence detailing the Assess, Plan, Do, Review Cycle:

- the school's action through SEN support
- records of regular reviews and their outcomes
- the student's health including the student's medical history where relevant
- attainment in literacy and mathematics
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the student
- involvement of other professionals for example involvement by the social services or education welfare service

Following statutory assessment, a student may be issued an Education Health and Care Plan by SENA or if it is deemed that their level of need is not so severe then a SEND support plan may be issued to allow the school to offer additional support. This plan sets out how best to support the student to maximise their potential and ensure that they succeed in a mainstream setting.

## **Annual Reviews**

For students who have an EHCP, their provision is reviewed three times annually. These reviews are carried out through parent's evenings, reports and an Annual Review meeting with the SENDCo. Advice is provided by the school, external agencies (where appropriate), the student and the parent(s)/carer(s). Documentation is shared in advance and meetings are held at a mutually agreed time. Summary advice is sent to the L.A, the parent(s)/carer(s) and the school.

## **Student Voice**

Students with an EHCP or a learning plan are invited to submit their views during the review meeting either with the SENDCo or the Assistant SENDCo. Students contribute to the setting of their own targets and strategies.

## **The Role of the Governing Body**

- Governors have responsibility for the strategic overview of and the implementation of the SEN/D Policy.
- The day-to-day management and organisation of SEN/D at Redmoor Academy is the responsibility of the Head teacher and SENDCo Lynsey O'Keeffe, in conjunction with the Assistant SENDCo: Anne Constable and support of colleagues in the Learning Support Department.
- Governors will make sure that they are fully involved and will undertake review and monitoring of the school's SEN/D Policy.
- All governors, especially the SEN/D Governor will ensure that they are up to date and knowledgeable about the school's SEN/D provision.
- Ms Julie Walton is the SEN/D Governor.

## **The Role of the SENDCo**

- In collaboration with the Headteacher, Assistant SENDCo and Governing body, determine the strategic development of the SEN/D policy and provision at Redmoor Academy with the ultimate aim of raising the achievement of students with SEN/D.
- Managing the SEN/D team of HLTAs and learning support assistants.
- Collaborating in order to facilitate joint policies, and ensure the maximisation of expertise, resources and mutual support.
- Liaising with and advising colleagues on all matters relating to SEN/D.
- Contributing to the continuing development and training of school staff.
- Liaising with external agencies including the LA officer with responsibility for SEN/D and the educational psychology service, health and children's services, voluntary bodies and others as relevant/appropriate.
- Overseeing the review and maintenance of EHCPs, Learning Plans and records for all SEN/D students.

## **The Role of the Assistant SENDCo**

- Co-ordinating provision for SEN/D students.
- Managing the learning support on a daily basis.
- Liaising with and advising colleagues on all matters relating to SEN/D.
- Organising and maintaining the records of all SEN/D students
- Liaising with parents/carers of SEN/D students in co-operation with form and subject tutors, learning support assistants and others as appropriate.
- Contributing to the continuing development and training of school staff.
- Liaising with external agencies including the LA officer with responsibility for SEN/D and the educational psychology service, health and children's services, voluntary bodies and others as relevant/appropriate.
- Delivering a high quality transition programme for year 6 pupils.
- Supporting year 11 students with the post-16 application process.

## **Evaluating the success of the SEN/D policy**

The following procedures provide evaluative points for assessing the effectiveness of Redmoor Academy's SEN/D policy:

- SEN/D Departmental meetings and minutes
- Student assessments for review meetings
- Student and parent/carer views relating to the statutory review of EHCP need
- Evaluation of student passports/ learning plans
- Value added assessment data collated from end of KS3/KS4 assessments
- Internal teacher assessment collated within the Review and Commendation process