



Enterprise, Science and Sport

Policy Document

SPECIAL EDUCATION NEEDS (SEN)

Objectives

The Harris Academy Falconwood AEN Policy seeks to promote the central aim of the Academy by providing equality of access and opportunity to all areas of the curriculum, including the National Curriculum. All students have the right to achieve their maximum academic and social potential. At Harris, we believe that all students have learning differences rather than learning difficulties and it is the policy to identify and assess these differences and to address them by promoting and supporting differentiated work in the classroom; involving students and parents in decision making, and offering specialist provision and specialist teaching as necessary. Students are taught in an environment in which they receive equal respect and in which their individuality is valued, thus developing their sense of worth and confidence in their own skills.

Curriculum Entitlement

All students have a right to full access to the National Curriculum. Given this entitlement, disapplication will only be considered by the Principal in exceptional circumstances, up to a maximum of six months. Extension beyond this period will normally require writing into a Statement approved by the student's LA.

Roles and Responsibilities

There is a designated governor and a designated member of the Academy Leadership Group with responsibility for SEN. This Vice Principal is assisted by the Special Educational Needs Co-ordinator/AEN leader (SENCO). Whilst the SENCO has responsibility for the day to day operation of the Academy's AEN policy, all teachers are considered teachers of AEN and, therefore, subject area colleagues have a responsibility to make appropriate provision for these students within their lessons. In accordance with the SEN Code of Practice, from the School Action stage onwards the SENCO has the responsibility for the identification and assessment of students with AEN and for managing the provision of intervention. The SENCO deploys a team of Learning Support Assistants [LSAs] for the support of Statemented and other AEN students and those students with disabilities.

Special Facilities

The Academy specialises in the education of students with Specific Learning Difficulties. The AEN department provides specialist teaching sessions for dyslexic students as well as advice and training to subject colleagues.

The AEN Base Room is kitted with a range of PCs, which are also connected to the Academy's Network system; a variety of software is available enabling students to practise and develop their skills. The department also has a number of laptops which can be loaned to students who have difficulties with writing and spelling.

The Academy has entry ramps, disabled toilets, a lift (in the temporary block), evacuation chairs and trained first-aiders to assist with medical needs.

Admissions

Harris Academy Falconwood admits students spanning the full range of ability. All applicants are invited to Testing Day; access arrangements are made available for applicants with AEN or other needs. Applicants with Additional Educational Needs, including those who are physically challenged, receive equal consideration to other applicants on the basis of our published criteria.

The SENCO contacts each of the feeder primary schools to ensure that information about transferring students with special educational needs is received as early as possible.

Similarly, such information is sought from feeder secondary schools for students entering the Academy as a casual admission.

Identification

Every effort is made to identify students with special educational needs before their entry to the Academy by contact with feeder primary schools and the students' parents.

Students who have not been on the school's AEN Register but are thought may have Additional Educational Needs are identified and assessed as early and thoroughly as is possible and necessary. Referral to the SENCO can come from a number of sources: subject teachers or Co-ordinators, students themselves, parents or the Academy's senior leadership team.

Students may be identified as having Additional Educational Needs as a result of routine intake screening, through ongoing monitoring procedures or following diagnostic tests.

Provision

The prime aim is to be as flexible as possible in the provision of services to our students. To this end the SENCO deploys the Academy's team of Learning Support Assistants for the support of those students with Statements as well as others on the Academy's AEN Register. They support individuals and groups of students, mainly in lessons. Primarily, they are delegated to support in the core subjects but, where possible, they also support in a range of other subjects too. In years 8 to 11 the

Academy endeavours to provide this support in the lower ability sets for the core subjects and for students with debilitating specific learning difficulties in higher ability sets.

The AEN area provides literacy and study skills tuition at Key Stage 3 to those with learning needs. They are taught either individually or in small groups, according to need. The AEN department also provides multi-sensory small step literacy programmes for dyslexic and other students on the AEN register. These are generally delivered during the am registration periods and involve a range of staff from within the AEN team.

Support for students with ASD is provided by a member of the AEN team in consultation with specialist ASD advisory teachers from the LEA. At Key Stage 4 the use of the SENCO to support students is more frequently negotiated by the students' teachers or at the request of individual students for guidance with particular aspects of work.

Enrichment activities are provided for Key Stage 3 students on the AEN Register for the development of literacy skills, numeracy skills, ICT skills and support with homework. There are also opportunities to work on individual literacy programmes. At Key Stage 4, Enrichment sessions are provided for focus upon study, revision skills and examination techniques.

During the lunch breaks the AEN area provides a space for students. This enables them to develop their socialising skills. Students can interact with a range of other students from years 7 to 9 and make friends in a supportive environment. They can get help with homework, play learning games and interact with members of the AEN team.

Recording, Reporting & Reviewing Progress

In accordance with the Code of Practice, the 3 stages of assessment are implemented. The Academy's AEN Register indicates the assessment stage of students being served by this team. School Action & School Action Plus are Academy based stages. Students at School Action on the AEN register are regularly reviewed to determine whether their needs are being met. This is in consultation with teaching staff, parents and the students themselves.

At the stage of School Action Plus onwards, the SENCO co-ordinates the students' Individual Education Plans (IEPs); collating information from all available sources. An IEP is drawn up and is made available to teaching staff. Parents are invited to become involved in the consultation. Having determined that more intensive specialist support is necessary, the SENCO makes a referral to the appropriate support service. This may be an educational psychologist, behavioural support service, hearing or visual impairment services etc. At this stage, an Individual Education Plan [IEP] is drawn up and made available. At the review it is determined whether: the student continues at School Action Plus and a new IEP is drawn up, the student reverts to School Action, the student no longer requires special help or that a Statutory Assessment of the student's special educational needs is considered necessary. At this point the Principal is informed and she requests this of the appropriate LA.

When the LA receives the request for assessment they then decide whether or not to proceed. If they decide to proceed, the LA seeks advice from Academy, EP, parents/guardians, medical service and any other appropriate agency. Based upon this advice a decision is made as to whether a Statement is made. If a Statement is not to be made, notice is made with full reasons. If Statement is to be made, a proposed Statement is drafted and distributed to all involved parties for comment. A final Statement is then produced. The Student now has a Statement of Special Educational Need, which places statutory obligations upon the Academy.

The Statement is in 6 parts: -

Part 1 - Student's details

Part 2 - Details of each and every one of the student's special educational needs

Part 3 - Provision: -

Objectives that provision should aim to meet

Provision appropriate to meet objectives.

Arrangements for monitoring progress in meeting objectives - short term targets.

Part 4 - Placement - where the provision is to take place.

Part 5 - Non-Educational Needs - other agencies to be involved.

Part 6 - Non-Educational Provision - provision agreed between LA and other agencies.

The statement is reviewed at least annually.

Parental Involvement

Parents are an invaluable source of information with regard to the nature of a student's special educational needs and are considered as partners in the Academy's planning, preparation and provision for these students. Such liaison is conducted from as early a stage as possible, commencing with pre-entry at the Induction Evenings for new year 7's and parents. Parents of students with SEN are either invited to meet with the SENCO prior to the student's entry in September or a telephone discussion takes places. Parents are provided with a booklet: "Working Together to Help Your Child".

Meetings regularly take place to review students' IEPs and to consider their progress. Parents are encouraged to maintain contact both by means of the Student Planner and by telephone or email. LSAs keep parents informed of issues that may arise in class by means of the Planner.

Where it is considered appropriate that outside agencies be involved, parental consent is always sought.

Liaison with Outside Agencies

Involvement with outside agencies usually occurs from the School Action Plus stage onwards. The Academy contracts the services of its own Consultant Educational Psychologists. Other services involved with students are the peripatetic teacher for hearing and visually impaired students, the Child and adolescent Mental Health Services, Speech & Language Therapy Service and various medical establishments.

Where students are also on their local authority's *Looked After Children Register*, there is liaison with social services.

CPD/INSET

The SENCO offers advice and INSET opportunities to subject teachers and other Teams on employing teaching methods and resources that allow all students to have equal access to the curriculum and to experience success and enjoyment in their work. These INSET courses cover a range of issues.

All new staff to the Academy receive INSET about the SEN procedures in place at Harris. The SENCO is also involved with the training of Newly Qualified Teachers and provides training sessions as aforementioned and on differentiation. The SENCO is also involved with the support and training of Beginner Teachers.

The SENCO contributes to whole Academy training processes as appropriate.

It is essential that the SEN Team keep abreast of new legislation and new development and therefore the SENCO and LSAs attend INSET sessions as appropriate.

Evaluation

This policy is evaluated according to the effectiveness of the following criteria: identification, assessment, provision, monitoring and record-keeping, use of outside support agencies, staff development.

The SENCO monitors the progress of all students on the AEN Register, in particular the progression achieved at the various Key Stages as well as literacy development. An evaluation of the policy is made annually and included in the Governors' Annual Report to Parents. Amendments are considered in the light of this evaluation and included in the SEN Subject Area's & the Academy's Improvement Plans.

Grievance and Complaints Procedure

In cases where parents have complaints concerning their child's AEN provision, these complaints should first be directed to the SENCO. If the complaint is not resolved to the satisfaction of the parent or the SENCO, it will then be directed to the appropriate designated member of the Academy Management Group. In cases where complaints cannot be resolved through these channels, it may be necessary to then direct the complaint to the Principal or the Governing Body for examination.

In cases where parents are dissatisfied with a decision made by the LA in a student's Statement, the SEN Tribunal (71 Victoria Street, London, SW1) considers appeals.

The SEN Handbook

Detailed information on how this policy is implemented, with regard to the Code of Practice, including information on INSET, partnership with parents and outside agencies, is detailed in the SEN Handbook, which may be found in the SENCO's office.

Monitoring, Evaluation and Review

The Governing Body will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

**Special Education Needs Policy
Reviewed March 2010 by D Johns
Revision due March 2012**