

Magnus Church of England Academy

Special Educational Needs Policy



Adopted: July 2021

Review date: July 2022

Contents:

Mission Statement	02
1. Aims and objectives	02
2. Responsibility for the coordination of SEN provision	03
3. Arrangements for coordinating SEN provision	03
4. Admission arrangements	03
5. Specialist SEN provision	04
6. Facilities for students with SEN	04
7. Allocation of resources for students with SEN	04
8. Identification of students' needs	04
9. Access to the curriculum, information and associated services	07
10. Inclusion of students with SEN	07
11. Evaluating the success of provision	07
12. Complaints procedure	08
13. In service training (CPD)	08
14. Links to support services	08
15. Working in partnership with parents	09
16. Links with other academies, agencies and voluntary organisations.....	10
17. Appendix 1 – Definitions of SEN and summary of changes.....	11
18. Appendix 2 – Foundation Learning Information.....	12

Mission statement

Magnus Church of England Academy is inclusive and fully committed to ensuring that all students achieve their best. The academy endeavours to provide a range of support to meet the needs of every individual. Students at Magnus Church of England Academy receive support to overcome difficulties they may have due their special educational needs and disabilities along with challenge to ensure they achieve their very best in all aspects of their development. The academy promotes an inclusive ethos where students are aware of the diverse needs of others in the community.

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 aims are:

- To enable all children to have full access to all elements of the academy curriculum.
- To ensure all children are given equal opportunities to reach their full potential.
- To ensure those special educational needs of children are identified, assessed and provided for as early as possible.
- To make clear the expectations of all partners in the process.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To create an environment that meets the special educational needs of each child.

Objectives

- **Identify the needs of students with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services prior to the child's entry into the academy either from primary academy at transition or prior to a mid term admission.
- **Monitor the progress of all students** in order to aid the identification of students with SEN. Continuous monitoring of those students with SEN by their teachers and specialist SEND staff will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure students with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCO and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for. This will include opportunities for students to access the academy's nurture group (Foundation Learning), Hub Support, additional interventions to support learning and a broad curriculum for students accessing MAPLE (Newark Town Partnership for Alternative Provision) or Warburton House (Enhanced Provision Unit).
- **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 parents in terms of understanding SEN procedures and practices, providing regular progress reports, ensuring that information regarding the provisions for students within the academy as a whole are shared.
- **Work with and in support of outside agencies and other academies** when the students' needs cannot be met by the academy alone ensure that a multi agency approach is adopted.
- **Create an academy environment where students feel safe to voice their opinions of their own needs.** This means providing regular opportunities for meetings between students and the most appropriate adult in the academy through specific SEN support or through academic mentoring.

2. Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is Dave Thompson (Assistant Principal) and Jenny Anderson (SENCO).
- The people co-ordinating the day to day provision of education for students with SEN is Jenny Anderson (SENCO).
- The SEND provision is supported by Claire Kent (Acting Newark Town Family SENCO).

3. Arrangements for coordinating SEN provision

The SENCO will hold details of all SEN records including the SEN provision maps and Pupil Profiles for individual students (for those on the SEN and Vulnerable Student registers) and ensure that all staff can access:

- The Magnus Church of England Academy SEN Policy;
- A copy of the full SEN Register;
- Specific tracking information regarding their classes via SISRA;
- Guidance on identification in the Code of Practice (SEN Support and students with Education, Health and Care Plans);
- Pupil Profiles detailing individual students' SEN including teaching strategies;
- Information on current legislation and SEN provision (via shared drive on academy network);
- Information available through Nottinghamshire's SEND local offer.

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

4. Admission arrangements

The admission arrangements for *all* students 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.

Data and information is collected from the previous academy to ensure that student's needs are met and any specific arrangements can be met before the student enters the academy. All students are familiarised with the academy including the environment and its staff and for students requiring SEN support these visits are adapted to include specific time with SEN staff and are often more frequent. For students with special educational needs and disabilities this process is rigorous and begins early so that students are at ease at transition time. The SENCO ensures that a number of visits are made to the primary academy by SEN staff and liaises with the pastoral team.

The SENCO through involvement in the Together for Newark project ensures that the "Vulnerable Pupil Passport" is in place for all students transferring to the academy from local academies.

5. Specialist SEN provision

Magnus Church of England Academy has 4 students with EHC plans, an additional *100 students* on the SEN register and a further 58 students on the register of Vulnerable students. Their needs are diverse and in many cases are complex.

We have 12 members of staff who specialise in SEN provision deployed within the SEN and inclusion team. There are staff with additional training in many areas, specifically ASD, dyslexia, speech and language difficulties, safe handling and also those dedicated to SEMH.

There is also access to specialised support through the Foundation Learning Groups (see Appendix 2).

The academy uses the services of the Communication and Interaction Team to further support the academy in meeting the needs of students identified to have speech and language difficulties, PDSS (Physical Disabilities Support Service) to ensure that additional support is in place for students with physical disabilities and the Cognition and Learning Team to support individual pupils with moderate to severe learning difficulties. Students with specific health issues which affect their ability to access the academy will be referred to the Health Related Education Team and/or the Educational Psychologist.

Further detail is available in our local offer document.

6. Facilities for students with SEN

The academy has a range of specialist SEN facilities in place. These include:

1. Access Arrangements for students who struggle to access the curriculum due to their Special Educational Needs and Disabilities. This includes 1:1 support in assessments and external examinations where appropriate and access to inclusive technology (software) which supports students requiring additional reading support.
2. Staff trained in a number of specific areas including the following: the use of radio aids for students with hearing impairments; safe handling for students with physical disabilities; Speech and Language Therapy and ASD.
3. Lift in the Cartwright building.
4. Wheelchair access in most areas of the academy.
5. Access to specialist counselling and support services.

7. Allocation of resources for students with SEN

All students with SEND have access to Element 1 and 2 of the academy's budget which equates to £6,000. Some students with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Academies. For those with the most complex needs, additional funding is retained by the local authority. The SENCO will refer individual applications to a multi-agency panel via the family SENCO, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

The decision to allocate additional academy resources is made by the SENCO based upon a number of factors regarding the student's progress and needs whether they are academic or social and emotional. A holistic approach is taken using a provision map and the student's entitlements to additional funding such as pupil premium. All students with SEND are encouraged to use inclusive technology that is in place in the academy to support where literacy levels are below expectations and in particular the needs of students with dyslexia.

8. Identification of students needs

Identification

See definition of Special Educational Needs in Appendix 1.

A graduated approach:

Quality First Teaching

- a) Any students 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 student 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 student'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 student in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a student has recently been removed from the SEN register they will continue to be monitored closely.
- 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 academy.
- h) The child is formally recorded by the academy as being under observation due to concern by parent or teacher but this does not place the child on the academy's SEN register. Parents are given this information. It is recorded by the academy 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 student does have SEN which cannot be met through the core teaching offer, parents will be formally advised of this and the decision will be added to the student's academy. The aim of formally identifying a student with SEN is to help academy 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 student grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

Assess

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

Do

The subject teachers remain 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 subject teacher. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the student'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 student and their parents. The subject teacher, in conjunction with the SENCO will revise the support and outcomes based on the student's progress and development making any necessary amendments going forward, in consultation with parents and the student.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps. Parents should take every opportunity to attend consultation sessions with their child's teachers. Specific support review days are held with specialist members of the SEN team to ensure learning needs are clearly identified and shared with parents.

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 academy 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
- Specialist Education Services

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

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 academy 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 academy 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 student's formal record and reviewed at least annually by staff, parents and the student. The annual review enables provision for the student 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

Students with SEN will be given access to the curriculum through the specialist SEN provision provided by the academy as 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 students with SEN alongside their peers in a mainstream classroom setting or where necessary within the academy's Foundation Learning Group. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made. Provision is regularly reviewed.

10. Inclusion of students with SEN

The Assistant Principal (with responsibility for inclusion) oversees the academy's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the academy.

The academy curriculum is regularly reviewed by the Assistant Principal together with the SENCO to ensure that it promotes the inclusion of all students. This includes learning outside the classroom.

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

The academy run a comprehensive range of programmes to support students and aid their inclusion including self esteem workshops, groups to aid social inclusion including extra curricular clubs which students with SEN are actively encouraged to attend. The academy works closely with the family SENCO who works in collaboration with all local academies including the specialist provision.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the academy encourages feedback from staff, parents and students throughout the year. Student progress will be monitored on a termly basis in line with the SEN Code of Practice.

There is an annual formal evaluation of the effectiveness of the academy SEN provision and policy. The evaluation is carried out by the SENCO, Assistant Principal and the SEN Governor. Information is gathered from different sources such as child and parent surveys, teacher and staff surveys and parents evening feedback forms. This will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014. Evidence collected will help inform academy development and improvement planning.

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 Assistant Principal and/or SENCO, who will be able to advise on formal procedures for complaint.

13. In service training (CPD)

We aim to keep all academy staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEN.

The SENCO attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff. The SENCO holds the National SENCO Award.

We recognise the need to train *all* our staff on SEN issues and we make funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to academy development priorities and those identified through the use of provision management.

All staff receive training and support where necessary to ensure that they understand the needs of our students and have appropriate training to ensure the needs of students with SEND are met.

14. Links to support services

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

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our academy. Any one of the support services may raise concerns about a student. This will then be brought to the attention of the SENCO and/or the Head of Key Stage who will then inform the child's parents.

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

- Targeted Support
- PDSS (Physical Disability Support Service)
- CAMHS (Child and Adolescent Mental Health Service)
- Social Care
- Communication and Interaction Team
- Educational Psychologist
- Positive Futures
- HRET
- Cognition and Learning Team

15. Working in partnerships with parents

Magnus Church of England 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 regular tracking reports, parents' evenings and are encouraged to contact the academy with any questions or concerns regarding their child's progress.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs.

If an assessment or referral indicates that a student has additional learning needs the parents and the student 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 academy's SEN Governor may be contacted at any time in relation to SEN matters. Please contact the school for details.

16. Links with other academies, agencies and voluntary organisations

Magnus Church of England 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 all agencies listed in Section 14. The academy is part of the Newark Town Partnership, Together for Newark Project, The Newark Area SBap and works collaboratively with the local primary academies.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. [Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.]

Signed _____ *[Name]* **(Headteacher)**

Date _____

Signed _____ *[Name]* **(SENCO)**

Date _____

Signed _____ *[Name]* **(SEN Governor)**

Date _____

This policy will be reviewed annually.

17. Appendix 1

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.

website:

www.education.gov.uk/academys/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

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.

18. Appendix 2

Foundation Learning is the name given to a specific group of students that require a greater amount of specialised support. The identified students receive the basic core curriculum (Maths, English, and Science) as well as extra support to improve learning outcomes incorporating literacy, numeracy and life skills. The aim is to prepare students for life beyond school both in terms of their academic and social development. Most of the students will have an identified Special Education Need (SEN), along with one or more of the following:

- Poor literacy skills
- Anxiety issues
- SEMH (Social, Emotional and Mental Health) issues
- Communication and interaction difficulties
- Physical disability,
- Specific or moderate learning difficulties.

The learners will receive specialist teaching from our SEN teacher or members of the SEN team. The curriculum is bespoke allowing the staff to provide creative learning opportunities. In years 7, 8 and 9, students receive 6 hours of foundation learning in preparation for their GCSE options starting in year 10.

In years 10-11 students receive 3 hours of Foundation Learning. During this time, students will have the opportunity to enhance and cement skills required for education and independent learning. The activities include:

- Developing social skills and increasing self-confidence.
- Improving literacy skills. These groups receive specialist teaching focusing on areas that require improvement, such as handwriting, researching information using a variety of sources, note taking and writing in different formats through topic based work (history or geography focus)
- Bespoke PSHE lessons to develop independence.
- Additional guided reading alongside the school's reading program
- To improve outcomes in examinations. Extra support given to develop skills in using exam dispensation such as electronic readers.
- Giving support to prepare students for transition points (class/staff changes, KS2-3, options, post 16).
- To support post 16 transition SEN staff will arrange and accompany students to visit colleges and other educational settings and assist with applications.
- To prepare students for work we provide further opportunities by working with local employers and other educational establishments to provide placements or activities e.g. Hairdressing course at Lilley and Stone.

The decision for a student to be in a Foundation Learning group is made between the SENCO and parents. Students can move between Foundation Learning and the core offer based upon their needs.