



SEN(D) Policy

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Rationale

Excelsior Academy is committed to inclusion. We believe that supporting pupils with Special Educational Needs and pupils with disabilities is the responsibility of all our staff and pupils.

Excelsior Academy and our "School within a School" concept, curriculum and organisation has been developed to provide an education that enables all pupils to make progress so that they can achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

To achieve this we will utilise all available resources including those supported by external agencies as well as those delivered through the statutory provision of the Local Authority.

Objectives

- To ensure the quality of provision for pupils with special educational needs (SEN) and disability
- To take in to account legislation related to SEN and Disabilities, including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Working Together to Safeguard Children 2013, Supporting pupils at school with medical conditions 2014
- To provide full access to all pupils to a broad and balanced curriculum
- To ensure that the needs of pupils with SEN are identified, assessed, planned for and regularly reviewed to improve outcomes
- To enable pupils with SEN to achieve their potential
- To ensure parents/carers are fully engaged in decision making
- To take into account the views, wishes and feelings of the pupils
- To provide training, advice and support for all staff working with pupils with SEN
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEN

Definition of Special Educational Need (SEN):

Students 'have SEN if they have a learning difficulty which calls for special educational provision to be made for them.'

Students have a learning difficulty if they:

1. Have a significantly greater difficulty in learning than the majority of students of same age; or
2. Have a disability which prevents or hinders the student from making use of educational facilities of a kind generally provided for students
3. of the same age in schools within the area of the LEA
4. Are under compulsory school age and fall within the definition of a) or b) above or would do so if special educational was not made for them.

Access to the Curriculum

The broad and balanced curriculum is differentiated to enable all children to access the learning. Teachers have high expectations for all pupils. In planning and teaching teachers provide suitable

learning objectives, meet the pupils diverse needs and remove the barriers to learning. For the majority of the week pupils with SEN are taught in mainstream classes. Teachers are responsible and accountable for the progress and development of the pupils. However, in order to maximize learning, some pupils are withdrawn, individually and in small groups to take part in targeted, time limited interventions planned to meet particular needs. Pupils with SEN are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

(For information on the allocation of resources, access to facilities and provision see SEN Academy Offer on Excelsior Academy website)

Identification, Assessment, Planning and Review Arrangements

Excelsior Academy follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths of the pupils'. (Teachers standards 2012).

School assessment data, teacher judgements and, where appropriate, assessment from outside agencies are used to identify pupils who require additional and different provision. A provision map/intervention map outlines all SEN support and is updated each term.

The identification of SEN is built into the overall approach of the monitoring of progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEN.

Assess

Where a class or subject teacher is concerned that a pupil may have SEN a clear analysis of the pupils needs will be carried out. The assessment will be reviewed regularly and where appropriate professionals will help to inform the assessment. Parents will also be asked to contribute to the assessment.

Plan

Parents will be formally notified by the Academy SENCO and the Individual schools' Welfare Manager, that their child has been assessed as a child with a special educational needs. The SENCO and the Welfare Managers, based on accurate assessment, will plan appropriate targets to meet the needs of the pupils. These will be discussed with both the parents and the child.

Do

The class or subject teacher will remain responsible for working with the pupils on a daily basis and retain responsibility for their progress and outcomes. The teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENCO will support the above. Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

Review

The effectiveness of the support and interventions and their impact on the pupils progress will be reviewed on the agreed date. Reviews will be held with parents at least three times a year. The class teacher or subject teacher, working with the SENCO, will revise the support in light of the pupils progress. If a pupil does not make expected progress over a sustained period of time school will consider involving specialists. Excelsior Academy liaises with the following services:

- Educational Psychology Service
- School Health
- School Improvement Service (SIS) SEN support
- SEN Teaching and Support Service (SENTASS)

Also, where appropriate:

- Social Services and Looked After Children Team

Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

Additional Top Up Funding

Additional Top Up Funding will be sought when additional provision, to the cost of £6000, per individual child has proved insufficient to meet the special needs of the child.

Education, Health and Care Plans

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, the pupil has not made expected progress, then Excelsior Academy or parents will consider requesting an Education, Health and Care assessment (EHC). School will provide the local authority with evidence of the action taken as part of the SEN support.

SEN Local Offer Document

This report can be found on the Excelsior Academy website.

Monitoring and Evaluating the Success of Provision

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEN:

- Regular observation of teaching by senior management team
- Analysis of assessment data, with high expectations for the progress expected between key stages for pupils
- Assessment records that illustrate progress over time – e.g reading ages
- Pre and post assessments for those pupils who are withdrawn for targeted interventions
- Success rates in respect of individual targets