



**Atlantic Academy Portland**  
an Aspirations Academy

# SEND Policy

**2019/2020**

**September 2019**



**ASPIRATIONS**

## **1. SEND Policy Statement**

This policy is in line with the Special Educational Needs Code of Practice 2014/15 and provides a clear framework for its implementation in our Academy. Atlantic Academy is committed to equality of opportunity and provides full access to the National Curriculum for all students, including those with special educational needs. All children will be admitted to Atlantic Academy, Portland, irrespective of their needs, where a placement is deemed appropriate.

The Academy recognises that children with special educational needs may fall into one or more of the following four categories:

### **1. Communication and Interaction Difficulties**

Students may have speech and language delay, impairments or disorders, specific learning difficulties e.g. dyslexia, hearing impairments or autistic spectrum disorder.

### **2. Cognition and Learning Difficulties**

Children may experience general or specific learning difficulties and require systematic programmes to aid progression. Such requirements may also apply to some extent to children with physical and sensory impairments and autistic spectrum disorder. Specific learning difficulties include, for example, dyslexia and dyspraxia.

### **3. Emotional and Mental Health Difficulties**

Children may be withdrawn or isolated, disruptive or disturbing their peers, over- active, impulsive or lacking in concentration, have immature social skills or present challenging behaviour.

### **4. Sensory and/or Physical Difficulties**

Students may have profound and permanent deafness, may be blind or partially sighted or suffer lesser or temporary levels of loss. They may have physical impairments arising from physical, neurological, or metabolic causes and require access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical

## **2. Aims**

- To identify through appropriate assessment those students with special educational needs.
- To ensure that all students have access to a broad, balanced and relevant curriculum and a range of educational opportunities.
- To ensure that all students receive an education appropriate to their age, aptitude and ability.
- To ensure that SEND provision in the Academy is effective in meeting the needs of students with SEND.
- To ensure that every effort is made to allow all students with SEND to experience educational success and to feel that they are a valued member of Atlantic Academy
- To ensure that all students enjoy equality of educational opportunity through the planning, organisation and implementation of an appropriately modified curriculum.
- To recognise and allow for individual differences between students, understanding that:
  - Children develop intellectually, emotionally and physically at different rates
  - Children's needs change with time and circumstances
  - Educational provision must be adapted to keep pace with these changes

### **3.1 The staff will work together as a whole academy to achieve these aims by:**

- Prompt identification of those students who may have special educational needs
- Assessing the student's individual needs as soon as cause for concern has been raised
- Monitoring and reviewing students' performance and progress, implementing agreed targets in the education plan and evaluating these termly
- Reviewing Individual Educational Plans (IEPs) or Individual provision maps
- Providing the appropriate support to those with special educational needs
- Working in partnership with parents by liaising with and supporting parents/carers to ensure that they play an active and valued role in the education of their children
- Working in partnership with appropriate outside agencies to ensure a multidisciplinary approach to planning and implementing appropriate and effective support
- Working in partnership with students to ensure that they play an active and valued role in their own education, including setting targets, monitoring and reviewing their own progress
- It is intended that this SEND policy will form the framework for special needs provision within the Academy and that it will continue to be a practical working document
- The above based upon the 2014/15 Approach' model

### **3.2 Definitions, areas of need and identification.**

Students are identified as having special educational needs when due to one or more of the following factors, they find it hard to learn and are not making the required amount of progress, compared with the majority of students of the same age.

- Communication and Interaction difficulties
- Sensory and/or Physical
- Cognition and Learning
- Social, Mental and Emotional Health Issues.

Internal and external professionals, teachers and parents/carers are often called upon to support in the assessment process of an individual who may be suspected as having one or more 'Special Educational Needs'. Once this has been achieved, Atlantic Academy will let families/carers know, and if required a meeting will be arranged to discuss the support and intervention required. This will enable the young person or their families the chance to express their thoughts and desires in relation to the provision to be provided. Subsequent meetings will follow with parents/ carers, internal and possibly external professionals in relation to the progress and review of the support needed, this will occur until the time when the individual is making an adequate level of progress and achieving to a similar rate as their peers.

### **4. Making a complaint**

The Governing body is responsible for ensuring that a complaint has been dealt with through the college's specified complaint procedure:

- Any parent who is unhappy with the SEND provision at Atlantic should first discuss their concerns with the SENDCo
- If parents remain concerned, further discussion should take place with the SENDCo and Faculty Director
- Further representation can then be made to the Governors who can consider appropriate action with other members of the governing body
- If parents still remain concerned they can refer to the Local Authority.

## 5. Assessment

**Screening Assessment to identify students with literacy difficulties** Consideration will be given to administering this test to students who are highlighted by SENDCo liaising with teaching staff, so as to have an indicator of student progress in reading throughout the academy.

**Individual assessment of students with literacy difficulties** Learning Support staff working with students on a withdrawal basis will commence their work with each student by carrying out a series of assessments. These assessments will be updated each term in order to measure progress and inform future target-settings.

### Assessment by Local Authority Services

Some students will present with learning difficulties which will require assessment by one of the services provided by the LA. In each case, evidence of the student's difficulties are required, along with details of the provision which has already been made to support the student, before a referral can be made by the SENDCo.

### Provision for students on the SEND register

#### 5.1 The role of the subject teacher

- All teachers should recognise that there is a wide range of student ability and provide appropriately differentiated work. This involves ensuring access to the curriculum through the delivery of suitable courses, programmes of study and modifications to the National Curriculum.
- Those designated as having SEND responsibility in each faculty, have a key role in ensuring that this takes place and that an appropriate range of teaching and assessment material is available to meet the needs of all levels of ability.
- All teachers contribute to the assessment, monitoring, recording and reporting of progress of students with special educational needs.
- Subject teachers access the SEND List and IEPs via the Team Drive. Reference to IEPs will need to be made when teachers input evidence of student progress towards IE targets prior to SEND reviews. This evidence is collated and summarised and forms an important part of the review process and future target setting.
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#### 5.2 The role of Curriculum Areas

- All departments should have a special educational needs agreement which reflects the school's policy.
- It is the responsibility of the individual designated as having SEND responsibility in each faculty, to ensure that all students have access to the National Curriculum and that, when necessary, this is delivered in a modified form as required to meet the needs of individual students.
- Teachers should recognise the wide range of student abilities and departmental schemes of work should reflect awareness of the need to provide appropriate work.
- Each department should provide differentiated work for the full range of ability.
- Teachers should be aware of the importance of identifying students who have special educational needs and referring them to the SENDCo.

- Time should be allocated during departmental meetings so that SEND is a regular item.
- All teachers, where appropriate, will contribute to the identification, assessment, monitoring, recording and reporting of progress of students with special educational needs.
- The monitoring of progress of SEND students is the responsibility of all teachers of these students.
- Where support staff are involved, they are expected to contribute to the monitoring process.
- IEPs/ provision maps provide information, targets and strategies; they should be used by teachers to inform their planning and teaching.

### **5.3 The role of Teaching Assistants (TAs)**

- TA support in class is allocated on the basis of student need and entitlement.
- Priority is given to providing support for students with an EHCP, then at SEND Support. For most students, the need for support is greatest in core subjects and those subjects.
- The primary role of TAs is to enable access to the curriculum, facilitate independent learning, and promote inclusion.
- TAs can perform a range of duties within the classroom, including supporting the teacher with behaviour.
- Teachers should maximise the effectiveness of TA support within lessons by:
  - Noting the role of the TA in their planning
  - Providing the TA with schemes of work, Context Sheets and lesson plans
  - Discussing lessons and students' individual learning needs
  - Communicating with the TA through meetings or by e-mail
- Any queries or requests regarding support in class should be addressed to the SENDCO.

### **6.1 IEPs/ Provision maps and Student profiles**

All students on the SEND list will have relevant document for their needs. These are accessible to all staff on the Team Drive. All documentation is updated once a year, following the review meetings.

Subject teachers should use these documents as 'working documents'; note any strategies or types of differentiation used in order to meet a student's needs, as well as the students' response to such strategies. Used in this way, they can provide evidence of student progress and can be made available to assessors/inspectors during lesson observations, if required.

## **The Review Procedure**

### **7.1 Annual Reviews of Education Health Care Plans Students**

Annual Reviews will be held in accordance with LA procedures and statutory requirements using the pupil centred review method. All students with SEND will be reviewed at the yearly reviews and plans updated.

Guidance Staff will be invited to attend Annual Reviews, along with other in-school staff and professionals from other agencies who are working with the student.

### **7.2 Reviews for students at SEND Support level.**

Reviews for these students will be held every term with the SENDCo and those teachers responsible for SEND within their faculties.

It is sometimes necessary to discuss a student's progress and provision with parents/carers and outside agencies more often than the standard once yearly procedure. Such meetings should be regarded as a review and will often be held as a result of underachievement and lack of academic progression.

### **Monitoring Student Progress**

Student progress is monitored by the following means:

- Through SEND Review Procedure, as outlined above.
- Through the whole- academy review procedure; data entries by subject teachers are used by the SENDCo to assess progress in attainment. This occurs every 11 weeks/after each end of unit assessment in all subject areas.
- At meetings of TAs with the SENDCo.

### **Exam Access Arrangements**

Special arrangements are made for students who are sitting examinations to ensure that they receive the arrangements to which they have an entitlement. Students are assessed in accordance with the requirements of the examination board concerned and the necessary access arrangements are made. Any queries concerning exam access should be directed to the Examinations Officer and then the SENDCo.

The policy will be monitored and reviewed to ensure its continued development.

The Governors of this academy are in full agreement with this policy and will be kept fully informed of any new SEND documentation/initiatives or amendments to the policy.

### **Appendix One**

Strategies to reduce dependence

Students can only work independently if the work is pitched at the right level. This sometimes means tracking back to earlier learning objectives and designing activities that will help the student or a group achieve them.

Teaching Assistants need to know what students are meant to be learning so that they can focus on this, rather than on whether or not students have completed particular tasks.

Sometimes Teaching Assistants are deployed to support a student or group of students, when other modifications/adjustments would have allowed the student or group to work independently. A simple example would be the use of a netbook with a spell check in lessons instead of a scribe for a dyslexic student. The use of other modifications/adjustments should always be explored before additional support is brought in.

When supporting a student or group, the Teaching Assistant should stay with the students only as long as it takes to make sure they understand what they have to learn or do. This might be modelling what has to be done – either by using the actual task or a parallel one – and encouraging students to ask questions. The assistant should then move away. Students can be encouraged to stay 'on task' if the assistant monitors them from a distance and provides praise for appropriate behaviour.

Teachers should discuss the issue of independence with the assistants they work with. It may be helpful to demonstrate ways of prompting students to think for themselves, for example:

- When students are successful, asking them what it was they did for them – this will
- Help them identify successful learning strategies and encourage them to use them to work independently on other occasions
- Build in 'wait time' after asking a question
- Avoid giving students the answer – instead, 'scaffolding' their thinking with
- Further clues and questions until they reach the answer themselves
- Ask students to 'have a go' before they ask for help, and praising them for this,
- Suggest a student works with a 'study buddy' for a while rather than an assistant.

### **Effective Support**

Effective support is:

- Discreet – so students are not embarrassed in front of their peers
- Selective – used at particular times for particular purposes, or used in particular subjects, but not overwhelming so that students never work without support
- Aimed at building independence, not encouraging dependence
- Aimed at building a student's self-confidence, by enabling them to succeed and giving feedback and praise
- Aimed at increasing student's inclusion in the peer group and not isolating them
- Based on an understanding of a student's needs
- Skilled - delivered by trained adults with good subject and SEND knowledge
- Informed - delivered by support assistants who know the overall objectives for the lesson and what each student is intended to learn, and are clear about their role in helping students to achieve learning outcomes
- Planned – the teacher and the support assistant take time to plan together
- Governed by agreed ground rules about who can do what in a lesson , and when – for example rewards and sanctions
- Useful for teacher's planning, by providing observation and feedback on student's progress.

**Reviewed and agreed Jct, 27th August, 2019. To be reviewed September 2020.**