



FURNESS

ACADEMY

Special Educational Needs, Inclusion and Disability Policy

(Ref: A4)

Approved by Governing Body			
Committee	Name	Signature	Date
Chair of the Board of Governors			
Principal			

Implementation date: Autumn 2016

Review date: Autumn 2018

Responsible for policy/document	Assistant Principal Student Welfare
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1.0 Rationale

Furness Academy confirms our commitment to provide an inclusive education for all students, irrespective of ability, race, gender or need, ensuring individual needs are met and provision is tailored to help students overcome their barriers to learning. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. Furness Academy will address the needs of different groups of learners and deliver first quality learning and teaching practices which will allow every learner to achieve their potential. Where required the Academy will adapt the environment and equipment, as much as is practicably possible, as well as seeking specialist advice from outside the Academy to enhance its ability to support all learners.

We recognise that some students may have special needs/individual needs during their time at Furness Academy and in implementing this policy we believe they will be helped to overcome their difficulties. Whilst many factors contribute to the range of difficulties experienced by some students, we believe that much can be done to overcome them by parent/carer, teachers and students working together. Not all students with disabilities have special educational needs and not all students with special educational needs meet the definition of disability, but this policy covers all of these students. We will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will endeavor to provide effective educational provision if at all possible.

We expect all the students at Furness Academy to embrace the adventure of learning and to achieve their potential. Planning for progression and differentiation is fundamental to these expectations. High expectations of progress apply to all learners including those who have been identified as having special educational needs/additional needs.

2.0 Aims and Objectives

Furness Academy will aim through this policy and associated procedures to:

- ensure the SEN and Disability Act and relevant Codes of Practice are implemented effectively across the Academy;
- establish the principle of inclusion for students in Furness Academy by identifying barriers to learning and ensuring an access to an appropriate, differentiated education for all students;
- ensure quality first teaching for all learners at the Academy;
- provide the necessary support required to build self-esteem and confidence in order to improve behaviour, educational attainment and attendance;
- develop alternative strategies which can be used successfully to manage student behaviour and reengage them with their learning;
- create an environment where vulnerable students have an opportunity to access their education and feel safe and secure;
- establish clear assessment processes for all students which enable the early identification of any student requiring SEND provision;
- ensure there is a graduated response (wave provision) to meeting individual needs that includes a wide range of strategies and support plans;
- provide specific input, matched to individual needs, in addition to differentiated quality first teaching, for those students at support level;
- implement Student Passports with a focus on the voice of the child whilst ensuring that parents and carers are fully involved in the process;
- ensure that SEND learners take as full a part as practicable in all Academy activities, providing suitable alternatives where necessary, and that they are perceived positively by all members of the Academy community;
- ensure all staff are clear regarding roles and responsibilities in the implementation of the policy.

3.0 Definition of Special Needs

A student has special educational needs if he/she has learning difficulties that call for special educational provision to be made.

3.1 A student has learning difficulties if he/she:

- has a significantly greater difficulty in learning than the majority of children of the same age;
- has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools/academies within the LA;
- is achieving levels of attainment significantly below their peers, or would be if special educational provision was not made for the child.

4.0 Special education provision means:

- Educational provision which is additional to, or different from, the educational provision made generally for students of the same age in maintained schools/academies (other than special schools) in the area.
- The term “SEND” encompasses a wide range of types of need. The four broad areas of need are: communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory and/or physical needs.
- Students must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.
- Furness Academy will have due regard for the Code of Practice when carrying out our duties towards all students with special educational needs, and ensure that parent/carers are notified when SEND provision is being made for their child.

4.1 A graduated response to meeting individual needs

Wave 1 - Inclusive quality first teaching for all which takes into account the learning needs of all the students in the classroom. This includes the provision of differentiated work and the establishment of an inclusive learning environment. At this stage teacher may seek further advice and support from Subject leader if needed.

Wave 2 - This is Wave 1 plus specific, additional and time limited, small group interventions targeted to remove barriers to learning and enable students to meet or exceed national expectations. Wave 2 interventions are not primarily SEN interventions. However, some students receiving Wave 2 intervention *may* be at SEN support level.

Wave 3 - This is Wave 1 plus additional highly personalised intensive interventions targeted to remove barriers to learning, accelerate progress and enable students to reach their potential. This may include one-to-one or interventions by specialists. Students receiving Wave 3 support may be at SEN support if an external agency is involved in assessment, planning and review.

5.0 Curriculum Access

At Furness Academy we have adopted a whole school approach to SEND policy and practice. Learners identified as having SEND are, as far as is practicable, fully integrated into mainstream classes and every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of Academy life. The SEND Code of Practice makes it clear that **all teachers** are teachers of students with special educational needs. The core of the teachers' work involves a continuous cycle of planning, teaching and assessment for learning, taking into account the differences in learners' abilities, aptitudes and interests. The needs of most learners will be met through a differentiated curriculum, informed by the effective use of prior data. Schemes of work will reflect whole Academy approaches to quality first teaching and learning and will take account of special educational needs.

6.0 Early Identification

Early identification of learners with SEND is a priority. All teachers are responsible for helping to identify students with special educational needs. The Academy will use appropriate screening and assessment tools, and ascertain learner progress through:

- evidence obtained by teacher observation/assessment
- learners' performance
- standardised screening or assessment tools

- screening/diagnostic tests i.e. literacy reading age assessment, Accelerated Reading, Lexia, CATs etc
- reports or observations, other external agencies
- records and results from partner primary schools, previous school etc
- information from parent/carer
- external examination results

7.0 SEND Provision

On entry to the Academy, each student's attainment will be assessed in order to ensure continuity of learning from their previous school. For each student with identified SEND, the SENCo together with SEND team and Pastoral Team will:

- use information from the Primary school to shape the student's curriculum and support provision in the first few months. This will include visiting partner primary schools to meet the teacher and student so that information gathered can immediately inform practice
- identify the level of transition support/intervention required
- develop a Student Passport in conjunction with the student, their family and staff
- identify, through observation and Assessment for Learning, areas of needs where support is required
- ensure ongoing observations/Assessment for Learning provide regular feedback on achievements/experiences, in order to plan next steps in learning
- ensure that all relevant staff have the information they need to support SEND learners in the classroom
- involve students in planning/agreeing their own targets and support, including curricular targets set by subject staff, and any additional targets set
- involve parent/carer in joint home-Academy partnership

8.0 Monitoring Student Progress

Where a teacher has a concern about a student who has not made adequate progress, the following actions will be taken:

- the teacher will discuss the concern with their Subject Leader who will review with the teacher, the provision already made for the student and the evidence collected on student progress through the analysis of data
- the concern will be discussed with other staff who are involved in monitoring the progress of the student across the curriculum and refer to SENCo where concerns remain
- staff with concerns should contact the SENCo to identify actions already undertaken, the outcomes of these and ongoing concerns.

The starting point will always be a review of the strategies being used and the way in which these might be developed. Evaluation of the strategies in place may lead to the conclusion that the student requires help over and above differentiated curriculum support.

9.0 SEND Support Level

This Level would be indicated when underpinned by evidence about a student who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in student's identified area of weakness;
- shows ongoing or persistent signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas;
- the support presents persistent emotional, social and/or mental health difficulties;-
- has sensory or physical problems, 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.

9.1 In consultation with parents/carers the SENCo will support the assessment of the student, assisting in planning future support for the student in discussion with colleagues and monitoring the action

taken. The student's teachers will remain responsible for working with the student and for planning and delivering appropriate differentiation and support.

- 9.2 As part of the review process, the SENCo and colleagues, in consultation with parents/carers, may conclude that despite receiving additional support for a period of time, the student continues to have significant needs which are not being met by current interventions. Where this is the case, a decision may be made to move to ***initiate a SEND Early Help Assessment***.
- 9.3 The involvement of external services such as Specialist Advisory Teachers, Educational Psychologists etc. could be required to provide more specialist assessments that can inform planning and the measurement of the student's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities. Furness Academy will, in other than exceptional cases, make full use of classroom and Academy resources before drawing on external support.
- 9.4 This intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a student:
- still makes little or no progress in specific areas over a long period
 - continues to work at levels considerably lower than expected for a learner of similar age
 - continues to experience difficulty in developing literacy/numeracy skills
 - has emotional/social/mental health problems that often substantially impede own learning or that of the group, and this may be despite having an Academy Support Plan or Student Passport
 - has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
 - has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning
- 9.5 External support services will require access to student records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the student. Parent/carer consent will be sought for any additional information required. Where appropriate, the Academy may well request direct intervention/support from a specialist teacher.
- 9.6 Academy Behaviour Support Plans and Student Passports will be monitored and reviewed. Provision will run concurrently with differentiated curriculum support.

10.0 Education, Health & Care Plans

A student will be referred for statutory assessment if, after being assessed by the Educational Psychologist or other relevant external professionals, this is deemed to be an appropriate course of action.

EHCP's must be reviewed annually - SEND staff will organise these reviews and invite:

- the student's parent/carer
- the student
- any other person/specialist service deemed appropriate

10.1 The aim of the review will be to:

- assess the student's progress in relation to the outcomes identified within the Plan;
- review the provision made for the student in the context of the Curriculum and levels of attainment in basic literacy/numeracy and life skills;
- consider the appropriateness of the existing EHCP in relation to the student's performance during the year, and whether to cease, continue or amend it;
- set new targets for the coming year.

- 10.2 Reviews will be significant in preparing for the learner's transition between Key Stages. From Year 9, Inspira will be involved in preparing for transition to post-16 provision.
- 10.3 With due regard for the time limits set out in the Code, the SEND team will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The Academy recognises the responsibility of the LA in deciding whether to maintain, amend or cease an EHCP.

11.0 Statements of Special Educational Needs

Existing Statements must be reviewed annually – SEND staff will organize these reviews and invite:

- the student's parent/carer
- the student
- any other person/specialist service deemed appropriate

11.1 The aim of the review will be to:

- assess the student's progress in relation to their Statement objectives;
- review the provision made for the student in the context of the Curriculum and levels of attainment in basic literacy/numeracy and life skills;
- consider the appropriateness of the existing Statement in relation to the student's performance during the year, and whether to cease, continue or amend it;
- set new targets for the coming year.

11.2 Reviews will be significant in preparing for the learner's transition between Key Stages. From Year 9, Inspira will be involved in preparing for transition to post-16 provision.

11.3 With due regard for the time limits set out in the Code, the SEND team will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The Academy recognises the responsibility of the LA in deciding whether to maintain, amend or cease an EHCP.

11.4 Existing Statements will be converted to EHCP's in line with LA guidelines.

12.0 Role of the Special Educational Needs Coordinator (SENCo)

The SENCo, in collaboration with the Headteacher, Governing Body and senior colleagues, has a key role in determining the strategic development of the Inclusion policy and SEND provision in the Academy in order to raise the achievement of students with SEND. The SENCo has the day to day responsibility for the operation of the policy and:

- ensures that students with Special Educational Needs are identified and co-ordinates provision to ensure that their needs are met
- undertakes strategic financial planning, budget management and use of resources in line with best value principles
- monitors and evaluates progress, develops provision and identifies pathways and strategies for students with special educational needs and advises on appropriate resources and materials for use with them in the classroom
- leads and oversees the work of the SEND team, deployment of staff and management of resources
- ensures that parent/carer are notified if the Academy decides to make special educational provision for their child
- liaises closely with parent/carer of learners with special educational needs so that they are aware of the strategies that are being used and are involved as partners in the process;
- monitors both teaching provision and support provided;
- liaises with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents;
- maintains the Academy's special educational needs register and records;
- liaises with the SENCos in partner primaries to ensure smooth transition;
- liaises with colleagues to develop provision and identify pathways and strategies for SEND students with social, emotional and mental health needs who are at risk of disaffection or exclusion and those returning from periods of exclusion

- provides leadership, development and training of staff in working with learners with specific needs

13.0 Disability Equality

Furness Academy welcomes its general responsibilities under the Disability Equality Duty. Furness Academy is a single site school with classrooms on three floors. All areas are accessible by wheelchairs and there is a lift which enables access to the first and second floors. There are disabled toilets available for student use on all three floors and a hygiene suite which enables personal care to be carried out onsite.

The three principles that are essential to developing a more inclusive curriculum:

- setting suitable learning challenges
- responding to students' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals/groups of students.

14.0 Monitoring and Evaluation

Provision will be monitored through our monitoring and evaluation cycle.

Evidence may also include:

- review meetings for students with additional needs
- improved engagement of students
- higher percentage of students making expected levels of progress
- improved engagement of students leading to a reduction in behaviour incidents and exclusions
- number of students involved in catch up sessions for numeracy and literacy
- improved student attendance
- evidence gained from learning walks
- reports to governors
- parental forum feedback
- student voice

15.0 Complaints Procedure

Any complaints about SEND provision should, in the first instance, be directed to the SENCo. If the complaint cannot be resolved, the Academy Complaint Procedure should be followed. Details on request.

This Policy should be read in conjunction with other Academy policies.