



NORTH BIRMINGHAM ACADEMY

SPECIAL EDUCATIONAL NEEDS POLICY

Aims

Our aim is to support students and staff to ensure that all students have an equal chance to meet their full potential.

Objectives:

- To ensure that all students have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all students requiring SEN provision as early as possible in their Academy career
- To ensure that SEN students take as full a part as possible in all Academy activities
- To ensure that parents of SEN students are kept fully informed of their child's progress and attainment
- To ensure that SEN students are involved, where practicable, in decisions affecting their future SEN provision

We recognise that many students will have special needs at some time during their Academy life. In implementing this policy, we believe students can be helped to overcome their difficulties.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and students working together.

Definition of Special Educational Needs:

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children 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 children of the same age in Academies within the area of the local educational authority
- c) are under compulsory Academy age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children 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.

Ref: SEN Code of Practice (2002)

The Academy will have due regard for the Special Needs Code of Practice when carrying out duties towards all students with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

Admissions

The Local Governing Body believes that the admissions criteria should not discriminate against students with SEN and has due regard for the practice advocated in the Code of Practice, in that 'All Academies should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission.' (CoP 1:33)

Inclusion

This policy builds on our Academy Inclusion Policy, which recognises the entitlement of all students to a balanced and broad curriculum. Our SEN policy reinforces the need for teaching that is fully inclusive. The Local Governing Body will ensure that appropriate provision will be made for all students with SEN.

Evaluating the success of the Special Educational Needs Policy

The Local Governing Body will report annually on the success of the policy and, to facilitate this, we have identified specific objectives that are given under 'the aims of the Academy' at the beginning of this policy.

In evaluating the success of this policy, the Academy will consider the views of:

- Teachers
- Parents
- Students
- External professionals

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured. Student progress will provide evidence for the success of the SEN policy and this will be analysed carefully through:

- Consideration of each student's success in meeting IEP targets
- Use of standardised tests
- Evidence generated from IEP review meetings
- Identification, assessment and provision

At the Academy we have adopted a whole-academy approach to SEN policy and practice. Students identified as having SEN are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the Academy.

The SEN Code of Practice 2002 makes it clear that;

'All teachers are teachers of pupils with special educational needs.'

All teachers are responsible for identifying students with SEN and, in collaboration with the SENCO will ensure that those students requiring different or additional support are identified at an early stage. Assessment is the process by which students with SEN can be identified. Whether or not a student is making progress, is seen as a significant factor in considering the need for SEN provision.

Early Identification

Early identification of students with SEN is a priority. The Academy will use appropriate screening and assessment tools, and ascertain student progress through:

- Evidence obtained by teacher observation/ assessment.
- Their performance in N.C. judged against level descriptions.
- Student progress in relation to objectives in the National Literacy/Numeracy Strategies.
- Standardised screening or assessment tools namely-
 - 1) Screening /diagnostic tests- CATS test, NFER numeracy and reading tests,
 - 2) Reports or observations- tracking of Year 7
 - 3) Records from feeder schools- Primary liaison
 - 4) Information from parents
 - 5) National Curriculum results at Key stage 2,3&4
 - 6) External exam results
 - 7) Student portfolios

SEN provision

On entry to the Academy each child's attainment will be assessed in order to ensure continuity of learning from Primary school, or transference from another Secondary school. For students with identified SEN the Principal, SENCO, Deans and other pastoral colleagues will:

- Use information from the Primary school to shape the student's curriculum and pastoral provision in the first few months
- Identify the student's skills and note areas that require support
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, in order to plan next steps in learning
- Ensure students have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme

- Involve students in planning/agreeing their own targets
- Involve parents in a joint home-academy learning approach

The range of Provision

The main methods of provision made by the Academy are:

- Full-time education in classes, with additional help and support by subject teachers through a differentiated curriculum
- Periods of withdrawal to work with a support teacher for structured literacy, numeracy and ICT sessions-
- In-class support with teaching assistant or SEN teacher assistance
- Withdrawal to attend the Literacy and Numeracy Centre.
- Support from specialists within class or as part of a withdrawal programme
- Bright star dyslexia provision in the Dyslexia Centre
- Reading intervention for KS3 pupils

Learning Mentor provision

Positive Behaviour Unit provision for pupils with EBD

- EAL support

English as an additional language

Particular care will be needed with students whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

Monitoring Student Progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between student and peers
- Prevents the attainment gap widening
- Equals or improves upon the student's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the student's behaviour
- Is likely to lead to Further Education, training, or employment

Where teachers decide that a student's learning and progress is unsatisfactory, the SENCO is the first to be consulted. The SENCO and teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through Academy Action. If, after further consideration, a more sustained level of support is needed, it would be provided through Academy Action Plus. Where concerns remain despite

sustained intervention, the Academy will consider requesting a Statutory Assessment. Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this policy.

The Academy also recognises that parents have a right to request a Statutory Assessment.

Record Keeping

The Academy will record the steps taken to meet each student's individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual Academy records, the student's profile will include:

- Information from previous school
- Information from parents
- Information on progress and behaviour
- Student's own perceptions of difficulties
- Information from health/social services
- Information from other external agencies such as Connexions Service, EP Service, EWAS, or Hearing support services etc

General Learning Difficulties

The SEN Code of Practice defines adequate progress for students with General Learning Difficulties as that which:

- Narrows the attainment gap between student and peers
- Prevents the attainment gap widening
- Is on a par with students starting from similar base line but less than most of peers
- Equals or improves upon the student's previous rate of progress
- Enjoys full curricular access
- Is satisfactory to student and parents
- Is likely to result in accreditation in F.E. training, and/or employment
- Is likely to result in usable levels of skills

Teaching SEN students is a whole-academy responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support-

The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having SEN, the Academy will intervene through Academy Action and Academy Action Plus as described below

Academy Action

Academy Action is characterised by interventions that are different from or additional to the normal differentiated curriculum. Academy Action intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, students:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the Academy decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The subject teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

Nature of Interventions

The SENCO in collaboration with the subject teacher will decide the action required to help the student progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the student
- Provision of alternative learning materials / special equipment
- Group support
- Provision of additional support via Learning Mentor services in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LA support services for advice on strategies, equipment, or staff training

Individual Education Plans

Strategies for students' progress will be recorded in IEP (Individual Education Plan) containing information on:

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The IEP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the student's needs. The IEPs will be discussed with the student and the parent.

Reviewing IEPs

IEPs will be reviewed twice yearly, one of them coinciding with Academic Monitoring days- The Academy will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will actively be sought. Wherever possible or appropriate the Academy will involve students in this process.

Request for Statutory Assessment

The Academy will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within Academy Action Plus, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The Academy will have the following information available:-

- The action followed with respect to Academy Action and Academy Action Plus
- The student's IEPs
- Records and outcomes of regular reviews undertaken
- Information on the student's health and relevant medical history
- N.C. levels
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

A Statement of Special Educational Need will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the Academy can offer. However, the academy recognises that a request for a Statutory Assessment does not inevitably lead to a Statement.

A Statement will include details of learning objectives for the child. These are used to develop targets that are-

- Matched to the longer-term objectives set in the Statement
- Of shorter term
- Established through parental/student consultation
- Set out in an IEP
- Implemented in the classroom
- Delivered by the subject teacher with appropriate additional support where specified
- Reviews of Statements

Statements must be reviewed annually. The LA will inform the SENCO at the beginning of each Academy term of the students requiring reviews. The SENCO will organise these reviews and invite:

- The child's parent

- The child if appropriate
- The relevant teacher
- A representative of the LA
- Any other person the LA considers appropriate
- Any other person the Principal/SENCO considers appropriate

The aim of the review will be to:

- Assess the student's progress in relation to the IEP targets
- Review the provision made for the student in the context of the National 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

Year 9 reviews will be significant in preparing for student's transition to Key stage 4, Further Education, work-based training, Higher Education, and adult life. Beyond Year 9, the Transition Plan will be reviewed and involve the Connexions Service. The Academy recognises that the responsibility for such Transition Plans ties with these specialist services.

With due regard for the time limits set out in the Code, the SENCO 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 a Statement of SEN.

Use of Support Staff within Academy

Expectations of a SEN Teacher

The way that support is given varies significantly between institutions and teachers. There is no prescribed model of support but those involved need to have a clear idea of what is expected and work within agreed guidelines. It is reasonable to expect a greater input to assessment, curriculum planning and record keeping from support teachers than support assistants.

Support teachers work in liaison with class and subject teachers but generally under the direction of the SENCO. They can also be expected to:

- write and review the IEP's for those students they 'key work', collating contributions from subject and pastoral colleagues and/or contributing to the IEP's and reviews of other SEN students they support.
- help plan an appropriate package of intervention and follow a timetable of support
- set up with the SENCO, in consultation with class / subject teachers
- make sure all those who work with the student are aware of the students' needs
- and what this means in practice, meeting with subject teachers to discuss provision where possible

- Ensure (with the class teacher) that the parent is supporting the IEP and kept informed of the student's progress
- Ensure the student is fully involved and aware of the IEP targets
- Work collaboratively with the class teacher to differentiate the lesson including assisting preparation of modified activities, texts and materials: and on specific tasks and activities
- Provide additional teaching to individuals or groups of students in the classroom to:
 - enable them to access the curriculum
 - develop basic skills
 - make progress towards their IEP targets
- ensure students are following work set in the class including homework
- Withdraw individuals and groups for specialist input e.g. intensive literacy tuition
- Undertake specialist assessment of and planning for those they withdraw e.g. for intensive literacy input
- follow a particular programme that has been set up by an outside agency such as Speech Therapy, EPS or LSS
- train and oversee the work of a Learning Support Assistant
- keep records and lead or be involved in meetings with parents and outside agencies
- to focus on statemented students
- carry out management tasks as directed by the SENCO

Expectations of a Learning Support Assistant (LSA)

Learning Support Assistants (also known as LSAs) work under direction of a SEN Teacher or SENCO. They can be expected to:

- support the class teacher in:
 - identifying students with SEN
 - carry out basic assessments of the students' needs
 - make contributions to the IEP's
 - keep records and contribute to Reviews
- follow a timetable of support set up by the SENCO, working with the class/subject teacher to meet the students' needs
- meet regularly with the class/subject teachers to plan the support
- work with small groups or individuals, mainly within the classroom
- provide additional support to individuals or groups of students in the classroom to:
 - enable them to access the curriculum
 - develop basic skills
 - make progress towards their IEP targets
- adapt materials and modify work to support the students especially for those with sensory impairments
- assist students use specialist equipment such as switches
- ensure students are following work set by class teachers including homework
- help students organise themselves, gather or come with the correct equipment
- help ensure the student is fully involved and aware of the IEP targets

- work with students outside the classroom under the direction of the teacher and/or SENCO
- support students with fine or gross motor, mobility or sensory difficulties get around the academy building
- assist students with physical and severe learning difficulties to dress and undress themselves as necessary
- supervise students with medical or motor difficulties at lunch or break times, maybe assisting them to eat
- follow a prescribed programme set up by the SENCO and/or other outside agency
- maintain records of their intervention
- provide brief reports about the students
- attend and contribute to meetings with the students, parents, SENCO and outside agencies (within working hours)
- to focus on statemented students
- carry out tasks as directed by the SENCO

The Role of the SENCO

The SENCO plays a crucial role in the Academy's SEN provision. This involves working with the Principal and Local Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for students with SEN
- Liaising with and giving advice to fellow teachers
- Managing Learning Support Assistants
- Overseeing students' records
- Liaising with the parents
- Making a contribution to CPD
- Liaising with external agencies, LA support services, Health and Social Services, Connexions PA and voluntary bodies.

For effective co-ordination staff must be aware of:

- The roles of the all the agencies concerned
- The procedures to be followed
- The responsibility all teachers have in making provision for SEN students
- The commitment required by staff to keep the SENCO well informed about students' progress
- Mechanisms that exist to allow teachers access to information about SEN students
- What exactly constitutes a 'level of concern' and at which point Academy Action is initiated
- Mechanisms that exist to alert the SENCO to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent SEN provision

Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

The Role of the Local Governing Body

The Local Governing Body's responsibilities to students with SEN include:

- Ensuring that provision of a high standard is made for SEN students
- Ensuring that a 'responsible person' is identified to inform about the Statement all those involved with teaching and supporting statemented students
- Ensuring that SEN students are fully involved in academy activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEN policy
- Reporting to parents on the Academy's SEN Policy including the allocation of resources from the Academy's devolved/delegated budget

The Role of the Subject teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include-

- Being aware of the Academy's procedures for the identification and assessment of, and subsequent provision for, SEN students;
- Collaborating with the SENCO to decide the action required to assist the student to progress
- Working with the SENCO to collect all available information on the student
- In collaboration with the SENCO, develop IEPs for SEN students
- Working with SEN students on a daily basis to deliver the individual programme set out in the IEP
- Developing constructive relationships with parents
- Being involved in the development of the Academy's SEN policy

The Role of the Principal

The Principal's responsibilities include:

- The day-to-day management of all aspects of the Academy including SEN provision;
- Keeping the Local Governing Body well informed about SEN within the Academy;
- Working closely with the SENCO/SEN team
- Informing Parents of the fact that provision has been made for their child
- Ensuring that the Academy has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education
- SEN Training

All Staff are encouraged to attend courses that help them to acquire the skills needed to work with SEN students Specific training needs for LSAS and SEN teachers for the year 2007/8 are as follows:

- ICT in the use of writing IEPs, and disseminating information to staff,
- Training in Dyslexia and Dyspraxia

- Training in counselling and mentoring
- Training in providing behavioural and emotional support
- Training in Autism and Aspergers Syndrome
- Training in delivering the key stage 3 Literacy and Numeracy strategies.

Part of the SENCO's role in Academy-based CPD is to develop awareness of resources and practical teaching procedures for use with SEN students.

As a routine part of staff development, CPD requirements in SEN will be assessed LSAS' requirements in supporting students' needs will be considered frequently.

The departments CDP needs will be included in the Department Development Plan.

Partnership with Parents

The Academy firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEN to achieve their potential. The academy recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.' (CoP 2.2)

The Academy considers parents of SEN students as valued partners in the process. Depending on age and appropriateness, SEN students will also be encouraged to participate in the decision-making processes affecting them.

The Academy will make available, to all parents of students with SEN, details of the parent partnership service available through the LA. The SEN Code of Practice outlines that 'LEAs should work in partnership with local and parent organisations, as well as the parent partnership service ... to ensure that parents receive comprehensive, neutral, factual and appropriate advice.' (CoP 2.14)

Complaints Procedure

The Academy's complaints procedure is outlined in the Academy prospectus. The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

Links with External Agencies / Organisations

The Academy recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEN students. When it is considered necessary, colleagues from the following support services will be involved with SEN students:

- Educational Psychologists
- Medical Officers
- Speech and language therapist
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- The Behaviour Support Team
- The Behaviour and Autism Support Services
- In addition, important links are in place with the following organisations:
- The Connexions Service
- The LEA ISEN Section
- Specialist services- Learning Support Service
- Education Welfare Officer
- Social Services
- Friends of the Academy/PTA
- Face to Face Learning Centre
- CENMAC Learning Aids Centre
- The Boyhood to Manhood Foundation
- Youth Offending Team
- The Behaviour Support Team
- SEN Inclusion Team

SEN POLICY Review

The Academy considers the SEN Policy document to be important and, in conjunction with the Local Governing Body, undertakes a thorough review of both policy and practice each year.

Approved by NBA Governors on:

Date of Next Review:.....

Lead Manager: