

HEALING  
SCHOOL



A Science Academy

# Healing School – A Science Academy

## SEN Learning Support Policy

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## **Section 1**

### **a) Academy's beliefs and values**

Every teacher is a teacher of every pupil, including those with Special Educational Needs or Disabilities (SEND). Pupils who have learning difficulties are supported in mainstream education. This support may be a teacher assigned to help an individual pupil or a small group, a Teaching Assistant, Learning Mentor intervention, special materials or a combination of these. In a very small number of cases a student may have such significant difficulties that he or she needs to be withdrawn from lessons and given even more individual help. However, the aim is to give pupils the skills and confidence needed to cope within mainstream education.

### **b) Details and Status of relevant staff**

The name of the Governor designated to have oversight of this aspect of the School's work is Mrs C Beck. The name of the senior member of staff having responsibility for the School's arrangements for identifying and meeting the special needs of pupils is Mrs C Gunn (Vice Principal). The Special Educational Needs Co-ordinator (SENDCO) is Mrs S Pearson, who has the National Award for SEN (NASENCo award) and a Postgraduate Certificate in Specific Learning Difficulties. The SENDCO participates in the meetings of the Senior Leadership Team.

## **Section 2**

### **Compliance, Aims and Objectives**

#### **Compliance**

This Policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools DofE February 2013
- SEND Code of Practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The National Curriculum in England
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

#### **Aims**

Healing School – A Science Academy, believes that all children have entitlement to a broad and balanced curriculum, including all aspects of the National Curriculum. All children are encouraged to develop and realise their potential. The school recognises that children may have special educational

needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. The role of the Learning Support Faculty is to respond to children's diverse learning needs with the provision of appropriate support, resources, regular monitoring and evaluation in order to remove barriers to learning. The school's SEN policy identifies the roles and responsibilities of staff in providing for children's special educational needs and makes clear the expectations of all partners in the process.

## **Objectives**

- To identify and support children who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice 2014
- To provide support and advice for all staff working with pupils who have special educational needs and additional needs

## **Section 3**

### Identifying SEN

## **Identification and Assessment of Pupils with Special Needs**

The SEND Code of Practice (2014) defines four broad categories of need which give an overview of the range of needs planned for:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The process of identification and assessment normally starts with liaison through our primary feeder schools – Learning Support members visit the feeder schools throughout June. Learning Support staff make additional visits to work on transition with identified pupils. As part of the whole school monitoring of progress against predicted performance indicators, pupils falling significantly outside the expected range are identified and receive support from the Learning Support Department.

Early identification is essential. Each faculty has SEN as a standing item on meeting agendas to ensure that a child's learning needs are identified across the curriculum. Individual children and their needs are discussed at faculty level. The liaison teacher forwards referrals for discussion at SEN meetings. However, should there be an urgent matter, members of staff may raise concerns with any member of the learning support department.

The class teacher uses a range of personalised teaching strategies to provide for all pupils. Formative and summative marking, together with rigorous analysis of data following relevant interventions may lead to a referral to the SENDCO if adequate progress is still not made. Further diagnostic tests/assessments will be administered as appropriate to assess individual difficulties.

These are some of the tests used for assessment within the faculty:

- Cognitive Assessment Tests are used with the new intake children
- Hodder Reading and Comprehension Test
- Vernon Spelling Test
- WRAT4
- WRIT
- CTOPP2

## Section 4

### A graduated approach to SEN support

The criteria for entering a pupil on the SEN Register are as follows:

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Teaching Assistants or specialist staff
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN
- The Performance Management of teachers regularly reviews the quality of teaching for all pupils
- Any member of staff can raise concerns with the SENDCO
- Pupils who may have special educational needs are referred to the SENDCO who considers all available information supplied by teachers and assessment materials alongside national data and expectations of progress. Further diagnostic tests are administered as appropriate.
- For higher levels of need, the SENDCO can draw on more specialised assessments from external agencies and professionals: an Educational Psychologist, YMM, Barnardos, ETHV, Education Welfare Officer, Community School Nursing Team,
- Decision making process:
  - Assess** - assess reason for lack of adequate progress
  - Plan** - details of additional support outlined on Individual Education Profile
  - Do** - interventions carried out
  - Review** - 6 monthly review of progress using standardised assessments
- Parents will be kept informed at all stages and are welcome to come into school to discuss problems or developments. The school recognises

that a variety of problems may affect the learning of any child and feels that parental involvement is essential to establish an effective solution. Great importance is given to purposeful meetings. It is recognised that a prompt response with a positive, consistent and supportive approach will help all those concerned with meeting the needs of the individual child.

## **Section 5**

### Managing pupils' needs on the SEN Register

There is a single category of SEN support, expected to be no more than 10% of the school's cohort. These pupils have been identified as having particular SEN that require some withdrawal from the curriculum in order to access more specialised support. Such pupils are placed on the SEN Register. Other pupils, whose additional needs can be met in the classroom or by accessing some additional support at registration/lunchtime, are placed on the Monitoring Register.

Pupils on the SEN Register have Individual Education Profiles to identify needs and strategies to remove key barriers to learning. Strategies to support pupils on the Monitoring Register are included on a Provision Map for teachers to use to help plan differentiated lessons.

- IEPs and Provision Maps are reviewed by the SENDCO, parents and pupils 6 monthly:
  - Year 7** - September and March
  - Year 8** - October and April
  - Year 9** - November and May
  - Year 10** - December and June
  - Year 11** - February
  
- Levels of Provision
  - Level 1** - Class Teacher is able to provide adequate support with advice from SENDCO
  - Level 2** - Additional support provided by Teaching Assistants at registration/lunch, or in the classroom when deployed by the Class Teacher
  - Level 3** - Pupils withdrawn from lessons to access support from specialist teachers and/or Learning Mentors
  
- If the school is unable to fully meet the needs of a pupil through these provision arrangements, additional advice is sought from specialists in discussion with parents/families, and may result in referral to the Access Pathway.
- The Faculty receives a capitation budget for resources and also has the opportunity of making a bid for specific items as necessary.
- Additional funding for a School Counsellor and an independent Educational Psychologist is included in the Capitation budget

- Parents of pupils with IEPs are invited in to school to discuss their child's progress and raise any concerns they may have about the provision in place
- The governor's annual report to parents contains an evaluation of the policy in action. A named governor takes a special interest in special needs and is always willing to talk to parents.
- At all stages of the special needs process the school keeps parents fully informed and involved. The school encourages parents to make an active contribution to their child's education. Parents are invited to contact the SENDCO regarding any concerns they may have about their child's individual education plan. A meeting with the SENDCO to discuss these concerns will then be arranged. Parents are informed of any outside agency intervention and the process of decision making is shared with the parents.
- The SENDCO is available at Parents' Evenings to discuss any concerns parents may have. The summer term before year 6 pupils join the school the SENDCO liaises with the SENDCO/Principal of the feeder primary schools to discuss individual pupil's needs and actions necessary to ensure smooth transfer. SEN pupils with EHCPs, together with their parents and any involved outside agency representatives are invited for an additional visit to the school.

## **Section 6**

### Criteria for exiting SEN Register

When a pupil's knowledge and application of basic skills is sufficient for him/her to make adequate progress alongside his/her peers, the pupil is removed from the SEN Register. It may be appropriate to reduce support slowly, in which case the pupil may be moved on to the Monitoring Register for a period of time. Parents are informed of movement by letter.

## **Section 7**

### Supporting pupils and families

- The SEN Information Report can be found on the school's website
- Appropriate information leaflets/contact numbers are given to provide links to other agencies to support the family and pupil
- Admission arrangements – the Governors of Healing School a Science Academy are the Admissions authority for the school. Refer to the School Admission Policy Document
- The SENDCO works closely with the school's Exams Officer to ensure that pupils with SEN are able to access exams and other assessments
- Transition - there is a comprehensive transition programme for identified pupils requiring further support which is overseen by the Learning Mentor and SENDCO. This programme includes a Transition day for vulnerable pupils moving from Year 6 to Year 7. For Post 16 Liaison, the SENDCO liaises with the SEN Careers Officer/Connexions Personal Advisors to ensure that children are given appropriate guidance and help

in finding suitable employment or courses for further education. Records of SEN children who are continuing in Education Post 16 will be forwarded to the College involved, thus ensuring an understanding of the child's needs and levels of previous support in order to assist smooth transference.

- Support for pupils with medical conditions is outlined in the school policy 'Managing Medical Conditions of Pupils'

## **Section 8**

### Supporting pupils at School with Medical Conditions

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010
- Some pupils may also have special educational needs (SEN) and may have a Statement/EHCP which brings together health and social care needs, as well as their special educational provision, and the SEND Code of Practice (2014) is followed
- An outline of an individual's medical condition is included in the SEN Directory
- Where more support/information is required, an individual Care Plan is also in place
- The Health & Welfare Assistant supports pupils with conditions such as asthma, diabetes and allergies. Individual registers are kept for those pupils so that we can ensure medication is in date and available when necessary
- Many of the Teaching Assistants hold current First Aid certificates
- Pupils who arrive in school with 'temporary' medical conditions, such as a broken limb, or sprained joint, undergo a risk assessment. If they are unable to move around the school site, they stay in Learning Support and work is set by their teachers.



## Section 9

### Monitoring and Evaluation of SEND provision

The support offered to pupils is reviewed every 6 months. If a particular strategy is not making the necessary impact, alternatives are considered. Parental views are sought by including comment slips on letters sent home and an annual questionnaire. Pupil views are sought in discussion with TAs and Learning Mentors. Staff views are sought through questionnaires and a programme of discussions with Heads of Faculties. The SEN Governor meets with the SENDCO regularly to monitor, evaluate and observe the Year 6 SEN pupils at transition and twice once they are in Year 7. The evaluation and monitoring arrangements promote an active process of continued review and improvement of provision for all pupils.

## Section 10

### Training and Resources

The school receives Notional SEN funding, which is approximately 9% of the General Annual Grant given to provide for the education of all pupils in the school.

The School acknowledges that approximately 10% of pupils at any time will have SEN and therefore uses most of its SEN allocation on staffing by Learning Support Teachers, Mentors and Teaching Assistants. The department's bespoke Learning Support area has three teaching rooms, two offices, two meeting rooms and a staff room. Three of the teaching rooms have interactive whiteboards and two have a suite of computers for pupils' use.

Staff training needs are identified by HoF. SENDCO offers training at inset/twilight sessions and involves other specialists as necessary. Advice/Help Sheets are posted on the shared area of the school's computer network. SENDCO involved in induction of teachers and support staff. SENDCO regularly attends the Local Authority's SENDCO Forum Network Meetings in order to keep up to date with local and national updates in SEND. The SENDCO is a member of NASEN.

- **Teaching Assistants** – TAs may be deployed to support individual pupils and small groups both in and out of the classroom. They may help pupils to reflect on progress, promote high standards of literacy and numeracy across the curriculum and ensure pupils can access the broad and balanced curriculum. In 2018 there will be 8 full and 3 part-time Teaching Assistants providing general in-class support and working with EHCP pupils. There is also a Learning Mentor and Deputy SENDCO. They work with individuals/groups of children who require additional support outside the classroom in order to achieve their educational potential. They also support lunchtime clubs and oversee individual literacy/numeracy programmes. They manage and monitor Lexia and TA programmes on a daily basis. The faculty has excellent full-time clerical support from Miss S Lamb.

- HLTA is employed to support a named pupil.
- **Equipment** – There are twenty multimedia PCs within the SEN Department. There are a large number of multimedia PCs throughout the school for general use across the curriculum along with the library and resources. Laptops are available for pupils who, for any reason, find recording ideas in handwritten format difficult.

## Section 11

### Roles and Responsibilities

#### a) Personnel involved with SEN

Principal	Mr M Knapton
Address	Low Road Healing N E Lincolnshire DN41 7QD
Telephone Number	01472 502400
Vice Principal	Mrs C Gunn
SEN Co-ordinator	Mrs S Pearson
Deputy SEN Co-ordinator	Mrs K Simons
SEN Governor	Mrs C Beck
Teaching Assistants	Mrs C Broderick
	Ms A Kirkby
	Ms S Blendell
	Miss D Critchley
	Mrs L Hubbard (HLTA)
	Miss J Barton
	Mrs R Short
	Mrs D Webster
	Ms M Taylor
	Mrs D Wilson
	Mrs P Wisher
Admin-SEN/Pastoral	Miss S Lamb
Learning Mentor	Mrs T Bolton
Health & Welfare Assistant	Mrs L Allison

#### b) **Management Structure and Organisation**

The framework for managing SEN at Healing School - A Science Academy is based upon the Code of Practice and the National Standards for Special Educational Needs Co-ordinators, adapted to the working structure at Healing School. In Healing School, A Science Academy the special educational needs coordinator (SENDCO) manages the day-to-day operation of the policy. The

person responsible for SEN in the Leadership team is Mrs C Gunn (Vice Principal).

### **c) The Governing Body**

The governing body endeavours to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these students. They consult the LA and other schools when appropriate and report annually to parents on the success of the school's policy for children with special educational needs.

### **Section 12**

#### Accessibility

- **Access to Buildings** - The school is mindful of the 'reasonable adjustments' duty placed on schools within the Equality Act 2010, and actively seeks to provide access for all, where reasonably practical, within its financial and environmental parameters.
- **Facilities Available** - The school is accessible for pupils who use wheelchairs. There are 2 disabled toilets, both with shower facilities.
- **Links to other relevant Policies:**
  - a) Accessibility Plan & Disability Equality Scheme
  - b) Anti-bullying Policy includes steps that are taken to mitigate the risk of bullying of vulnerable learners at school

### **Section 13**

#### Bullying

The Learning Support area is regarded as a haven for those pupils experiencing emotional problems, requiring counselling or self-esteem building. The school's Anti-bullying Policy mitigates the risk of bullying of vulnerable learners.