



**Tollbar MAT**  
Family of Academies

## **SPECIAL EDUCATIONAL NEEDS POLICY**

**November 2018**

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## 1. Aims

Our SEN policy aims to:

- Ensure the identification of all students requiring SEN provision as early as possible in their academy career
- Ensure that all students have the right to achieve their maximum academic and social potential
- Ensure that parents and carers of SEN students are kept fully informed of their child's progress and attainment
- Ensure that all staff are made aware of the Academy's duties in respect of students with SEN
- Provide support and advice for all staff working with special educational needs students.

## 2. Legislation and guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

## 3. Definitions

A student has SEN if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age
- Has a disability which prevents or hinders the student from making use of educational facilities of a kind generally provided for students of the same age in other schools within the local authority
- Is under compulsory school age and falls within the definition in the first two bullet points, or would do so if special educational provision was not made for the student.

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.

The SEND Code of Practice identifies four broad areas of need:

- **Communication and interaction**  
This includes children who have speech and language difficulties and also those identified as having an Autistic Spectrum Disorder (ASD).

- **Cognition and learning**  
This includes moderate and severe learning difficulties, when a child or young person learns at a slower pace than their peers in all areas of the curriculum. It also includes specific learning difficulties (SpLD) which may affect one or more specific skill or area of the curriculum such as dyslexia, dyscalculia or dyspraxia.
- **Social, emotional and mental health difficulties**  
This can manifest itself in many different ways, for example a child or young person may become withdrawn or they may display very challenging and disruptive behaviour.
- **Sensory and/or physical needs**  
This includes, amongst other things: Visual Impairment (VI), Hearing Impairment (HI) or a Multi-Sensory Impairment (MSI).

## 4. Roles and responsibilities

### 4.1 The SENCO

The SENCOs of our constituent academies are as follows:

#### Secondary

Cleethorpes Academy	Miss L Ciechanowski
Louth Academy	Mrs H Naylor
Tollbar Academy	Miss D Parker

#### Primary

Reynolds Academy	Miss L Waring
Pilgrim Academy	Mrs C Lacey
Theddlethorpe Academy	Mrs R Scott

The SENCO will:

- Work with the Principal and SEN governor to determine the strategic development of the SEN Policy and provision in the Academy
- Have day-to-day responsibility for the operation of this SEN Policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the Academy's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the Local Authority and its support services
- Liaise with potential Post 16 providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the Principal and the Local Governing Body/Board of Directors to ensure that the Academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the Academy keeps the records of all students with SEN up to date

## **4.2 The SEN governor**

The SEN governor will:

- Help to raise awareness of SEN issues at Local Governing Body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the Academies and update the Local Governing Body on this
- Work with the Principal and SENCO to determine the strategic development of the SEN Policy and provision in the Academies.

## **4.3 The Principal**

The Principal will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN Policy and provision in the Academy
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

## **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any Teaching Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy.

## **5. The kinds of SEN that are provided for**

Our Academies currently provide additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

### **5.2 Identifying pupils with SEN and assessing their needs**

We will assess each student's current skills and levels of attainment on entry including baseline assessments in reading, spelling, maths and English, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **5.3 Consulting and involving students and parents**

#### **Parental liaison and involvement**

Self-evidently, parents know a great deal about their children, they have particular insights about their strengths, skills, interests, preferences, aspirations, anxieties and difficulties. Accordingly, the importance of meaningful, regular and positive communications between teachers and parents can hardly be overstated. Parents of SEN children are actively encouraged to be involved in all stages of their child's education. To help fulfil this important role in their child's education parents are encouraged to:

- Ensure that their child has (at least) the basic equipment necessary for all lessons.
- Show an interest in, and ask questions about, the work and activities in which their child is currently engaged in an academy and/or home.
- Regularly look at, ask questions about, and comment meaningfully on the child's work.
- Ensure that the child completes all homework set.
- Make every effort to attend Parents' Evenings.
- Attend any meeting arranged by the SENCO for their child. This could include Annual Reviews for students with a EHCP or PSP meetings.
- Communicate to a Head of Curriculum Area or a particular teacher, any concerns or difficulties, interests or aspirations, that are either specific to, or that are seriously affecting their child's education.

Where necessary discussions with a student and their parents will be arranged to identify whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the students' areas of strength and difficulty
- Parents' concerns are taken into account
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are.

We will formally notify parents in writing when it is decided that a student's name will be added to the SEN register.

### **5.4 Assessing and reviewing students' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- If necessary, the SENCO will request advice from external support services.

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

## **5.5 Supporting students moving between phases and preparing for adulthood**

### **Secondary Academies**

Contact is made with our Post 16 providers in the spring/summer term. Arrangements are made to ensure all relevant information is discussed. Transfer of records is requested by Post 16 providers in the autumn term when students are confirmed as being on roll.

### **Primary Academies**

Links with secondary academies ensures that transition is an on-going process. Sports afternoons, Science clubs and musical concerts all prepare students for their transition to secondary. In addition, staff from secondary academies always meet with Year 6 teachers to gather information, including SEN and friendship groups. All students attend transition days in the summer term before they leave Year 6. When necessary additional visits can be arranged for students with SEN or students who require additional emotional support with the transition to secondary.

## **5.6 Our approach to teaching pupils with SEN**

Our academies use a graduated approach when supporting students who have been identified as SEN. Initially, the use of high quality teaching that has been differentiated for individual students, is the first step in responding to students who have or may have SEN. We recognize that additional intervention and support cannot compensate for a lack of good quality first teaching.

### **SEN Support (K)**

The class teacher has initial responsibility for this and will ensure that parents and Pastoral Managers are regularly kept informed if their child is experiencing difficulties. Students whose needs are not easily met through normal classroom differentiation will be offered additional support/interventions.

### **Education Health and Care Plan (E)**

This stage is identified by the code, as the Local Authority taking the lead in assessing students and providing and reviewing EHCPs.

**In line with the 2015 Code of Practice academies follow the 'Assess, Plan, Do, Review' approach:**

#### **Assess**

A class/subject teacher will carry out a clear analysis of the student's needs, using a variety of evidence including the teacher's assessment and experience of the student and their previous progress and attainment. Academies will also take into account information provided by external agencies and parental/carers concerns.

#### **Plan**

Where it is decided to place a student on the SEN register, the parents will be notified in writing.

#### **Do**

The class/subject teacher should remain responsible for working with the student. If interventions are required for small group work or one-to-one teaching away from the main class teacher, they should still retain responsibility for the progress of the student, working closely with any Teaching Assistants or specialist staff involved, to plan and assess the impact of interventions. The SENCO will support the class teacher in the further assessment of the child's particular strengths and weaknesses.

## **Review**

The effectiveness of the support and interventions and their impact on the student's progress should be reviewed regularly. The impact and quality of support and interventions should be evaluated. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning the next steps.

## **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by banding and setting, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **5.8 Additional support for learning**

All academies are supported by a team of Teaching Assistants who between them are able to deliver an extensive and varied range of interventions and support. Tollbar MAT also has Service Level Agreements (SLAs) with a team of Educational Psychologists, careers advisors, a Health and Wellbeing Practitioner, a specialist teacher and a counselling service who work and support across all the academies.

## **5.9 Evaluating the effectiveness of SEN provision**

The success of the Academy's Special Educational Needs Policy and provision is evaluated through:

- Academy Self Evaluation Form (SEF)
- Monitoring of classroom practice by senior leaders, SENCO and subject leaders
- Analysis of pupil tracking data and test results for individual students and for specific cohorts
- Value added data for students on the Special Educational Needs register
- Monitoring of procedures and practice by the governor responsible for Special Educational Needs.

## **5.10 Enabling pupils with SEN to engage in activities available to those in the Academy who do not have SEN**

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to take part in sports day, outside visits, workshops and any other special events organized by an Academy.

No student is ever excluded from taking part in these activities because of their SEN or disability.

For detailed information regarding students with disabilities please refer to the 'Accessibility Plan'.

## **5.11 Working with other agencies**

In addition to the outside agencies that Tollbar MAT has SLAs with, a significant number of other agencies can, and are, involved when necessary.

## 5.12 Complaints about SEN provision

Complaints about SEN provision in our academies should be made to the relevant Principal in the first instance. They will then be referred to the Academy's Complaints Policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that an academy has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

## 5.13 Contact details of support services for parents of students with SEN

SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) is freely available in North East Lincolnshire for any parent/carer with a child who has an SEN need, who required advice or support.

Liaise (SEND Information Advice and Support Service in Lincolnshire) is freely available in Lincolnshire for any parent/carer with a child who has a SEN need, who requires advice or support.

## 5.14 Contact details for raising concerns

If you wish to raise a concern regarding your child please contact the relevant SENCO (detailed in section 4.1).

## 5.15 The local authority local offer

North East Lincolnshire Authority's local offer is published here: [www.nelincs.gov.uk](http://www.nelincs.gov.uk).

Lincolnshire Authority's local offer is published here: [www.lincolnshire.gov.uk](http://www.lincolnshire.gov.uk).

## 6. Monitoring arrangements

This Policy will be reviewed by every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the Board of Directors.

## 7. Links with other policies and documents

This Policy links to our policies on:

- SEN Information Report
- Accessibility Plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions