

PENRICE ACADEMY

GUIDING PRINCIPLES FOR SPECIAL EDUCATIONAL NEEDS

Review Date: July 2019

Penrice Academy strives to be an inclusive school and to provide an outstanding learning environment where the achievements, views and attitudes of all members of the school community are valued. All students have the same entitlement to a broad and balanced curriculum and the school seeks to include all students in every aspect of school life.

The underlying principle of inclusion is central to the Special Educational Needs and Disability (SEND) policy.

All staff commit themselves to uphold the principles embedded in the 1996 Education Act and in the SEND Code of Practice: 0 to 25 years (2014), to identify needs promptly, and put in place appropriate provision for all students who have SEND, in order to minimise potential barriers to achievement.

The school recognises the importance of effective partnership with parents and of taking into account the 'ascertainable views of the child' in determining how individual educational needs can be met.

The SEND Policy is reflected in all other policies and practices within Penrice Academy, and directly impacts on raising the achievement of all students, including those with SEND.

The Local Authority's 'Local Offer' in relation to SEND can be found at: <https://www.supportincornwall.org.uk/kb5/cornwall/directory/home.page> .

Policy Objectives

To ensure that:

- A whole school approach to meeting special educational needs is promoted in which all members of their school community have an understanding of their role. Ongoing training and professional development is in place to ensure that staff can identify and meet the needs of Special Educational Needs and Disabilities (SEND).
- All students with SEND needs, including students with Specific Learning Disabilities (SpLD), Autistic Spectrum Disorder (ASD), Hearing Impairment (HI), Visual Impairment (VI) Speech, Language and Communication Needs (SLCN), Social, Emotional and Mental Health (SEMH), Physical Disability (PD) have access to a broad, balanced, flexible curriculum and extra-curricular activities, within the terms of the school's equal opportunities policy. Reasonable adjustments are put in place where appropriate.
- There is a well-planned, high-quality, differentiated curriculum in place with high expectations of all students. All students are expected to make at least good progress from KS2 to KS4 to achieve a positive Progress 8 score. Formal assessments take place each half term and progress is tracked, discussed and the effectiveness of interventions is evaluated. Quality of teaching and learning is key.
- There is early identification and assessment of students with SEND in order to provide a graduated response to provision as outlined in the SEND Code of Practice 0 to 25 years (2014).
- Financial, human and physical resources are deployed effectively to meet the needs of students with SEN. Learning Support staff- both teaching- and non-teaching staff are deployed to ensure that SEND students receive appropriate programmes of support and interventions.
- The school takes into account the wishes of the students and finds ways to involve students in developing their own learning.

- Additional support is provided to those students deemed to have SEND, through the graduated response set out in the Code of Practice (2014).
- An educational environment is fostered in which students with SEND make progress, in line with government targets.
- A framework within which the school can monitor, review and evaluate its provision for students with SEND on an annual basis is provided.
- There is close partnership with parents and carers. Their knowledge of their child, and their views and experiences, are valued.
- Support mechanisms with feeder schools and partnership schools are constantly being developed to ensure the smooth transfer of relevant information and documentation between schools and to provide mutual support.
- Effective partnership and involvement of outside agencies, when appropriate, is promoted.

The Governing Body

The Governing Body will ensure that the school's SEND provision meets the needs of students with SEND. The SEN Governor Mrs Sarah Acraman will liaise with the Principal and the SEND Co-ordinator (SENCo) and report back to the governing body and parents and carers on the success of the school's SEN Policy and provision.

Roles & Responsibilities of the Governing Body

The Governing Body will comply with its statutory obligations as outlined in the Special Educational Needs and Disability Code of Practice: 0-25 years (2014)

The Governing Body at Penrice Academy will:

- Delegate a named governor (Mrs Sarah Acraman) to be responsible for SEND
- Ensure that teachers in the school are aware of the importance of early identification and provision for students with SEND
- Ensure that, where the SENCo has been informed by the local authority that a student has SEND, those needs are made known to all who are likely to teach them and that statutory processes are implemented
- Do its best to ensure that inclusion and SEND resources are matched to need, and the necessary provision is made for any student with SEND
- Work in partnership with other professionals in the school and the wider community and to coordinate provision, where necessary
- Ensure that students with SEND are included fully in the life of the school and wider educational community and receive the necessary educational provision and resources
- Arrange regular meetings with the SENCo and arrange attendance at relevant Governors' sub-committees in order to monitor the implementation and success of the SEND Policy.
- Ensure that parents and carers are notified that SEND provision is being made for their child and that progress on the implementation of the school's policy for SEND is reported to parents and carers.

Roles & Responsibilities of the SENCo

The roles and responsibilities of the SENCo are to:

- Co-ordinate the development and implementation of policy and provision for students with SEND, and those with disabilities
- Co-ordinate the early identification and assessment of students who may have SEND
- Work in partnership with colleagues, parents and carers, students and outside agencies to set short-term learning objectives for students with SEND
- Co-ordinate the monitoring of students' achievement, and use this information to inform planning
- Provide professional guidance and continuing professional development for all staff to secure high quality teaching and effective use of resources for students with SEND
- In conjunction with other senior and middle managers, monitor the quality of teaching and learning, and work with colleagues and students to set targets for improvement
- Liaise with external agencies in matters relating to students with SEND, including in respect of post-16 transition planning for students with statements
- Take responsibility for managing SEND teachers and learning support staff
- Make effective use of ICT and administrative support to ensure that statutory and non-statutory duties are fulfilled
- Liaise regularly with the parents and carers of students with SEND
- Act as an advocate for students with SEND at pastoral, curriculum and inclusion meetings
- Work in partnership with feeder primary schools for prospective students with SEND
- Have gained the National Award for SEN Co-ordination (NASENCo) within two years of starting their post.

Facilities & Procedures to promote Access & Accessibility

The Governing Body has agreed with the LA admissions criteria which do not discriminate against students with special education needs or disabilities, and its admissions policy has due regard for the guidance in the Codes of Practice. Parents or carers seeking the admission of a student with mobility difficulties are advised to approach the school well in advance so that consultations can take place

The school makes every reasonable adjustment, and takes steps to avoid putting disabled students at a substantial disadvantage, compared with non-disabled students in relation to all the school's activities, including after-school clubs and school trips. (See Accessibility Policy and Plan on website)

The school fulfils its statutory obligations with respect to the Disability and Discrimination Act 1995, amended by the Equality Act (2010) and the SEND Code of Practice: 0 -25 years (2014) by ensuring that:

- A differentiated, flexible, broad and balanced curriculum is fully accessible to all students, including those with disabilities

- The physical and sensory environment takes into account, as far as possible, the individual needs of all students including those with disabilities. The new building ensures wheelchair access including ramps, lifts, railings, parking facilities and toilet facilities.
- Written information to disabled students is sympathetic to their individual needs
- Information about the SEND policy is published in the annual report.

Complaints Procedure

The school has well-established procedures for dealing with complaints from parents and carers.

In the event of a complaint relating to the provision for a student with SEND they should be referred, in the first instance, to the SENCo. If a satisfactory outcome is not reached, the Senior Vice-Principal will address the complaint. In the unlikely event of the need to take the matter further, the Principal will deal with the complaint and refer it to the Governing Body if the issue remains unresolved.

Independent advice for parents is available from the Special Educational Needs Disability Information Advice and Support Service (SENDIASS) and can be accessed online: <http://www.cornwallsendiass.org.uk/> or by telephone: 01736 751921

Links with the LA's Support services

The school has an entitlement to support from the LA's Educational Psychology Team and it's Special Educational Needs and Disability Service (SEND) which is outlined in a Service Level Agreement each year. The school may also seek advice from SEND who provides services for Hearing Impairment and the Visual Impairment along with support for students with Physical Disabilities.

The school receives additional support from:

- The Autism Spectrum Team
- Speech and Language Therapy (SALT) Service
- Children in Care Education Support service (CiCESS)
- Children and Adult Mental Health Services (CAMHS)
- Educational Welfare Officer (EWO)
- Physiotherapy and Occupational therapy services.
- Social and Emotional Behaviour Support Service (SEBSS)
- Hearing Support Team
- Physical Disabilities Advisory Service
- Vision Support Team
- Early Help Hub
- Dyslexia Service
- Voluntary agencies

- Social Care
- The school nurse
- Careers South-West (Initial Advice and Guidance)

Staff Training and CPD

Penrice Academy evaluates its strengths and areas for development in Inclusion and SEND, as part of a self-review cycle. The SENCo annually reviews the SEND Development Plan/spending plan and areas for development are built into the School Improvement Plan and continuing professional development prioritised.

In addition:

- The SENCo and other learning support colleagues offer advice and support on SEND issues to all curriculum and pastoral teams
- All Learning Support staff participate in specialist training to prepare them for working with students with SEND students
- There is time allocated to SEN training each year for staff. All newly qualified teachers or new teaching and support colleagues to the school benefit from a well-planned induction programme. There is an SEND module within the induction programme which is delivered by the SENCo.

Monitoring, Review and Evaluation

The Governing Body, in partnership with the SENCo and staff, will monitor the success of the education provided for students with SEND in a variety of ways, including:

- Monitor and evaluate the success of short/medium term targets set for students
- Monitor and evaluate the progress made by students with EHCs/statements of SEND in relation to objectives set within their plans
- Monitor progress made on teacher assessments and exam results and determine 'value added' for each student and cohort
- Seek the degree of satisfaction of parents/carers and students with the quality of education provided, through an annual questionnaire, during parents' meetings and, for students with SEND, at annual review meetings
- Analyse attendance and progress data for targeted groups of students, including students with SEND
- Evaluate evidence from monitoring of the quality of teaching and learning for students with SEND, through: classroom observations; learning walks; book scrutiny and the regular cycle of monitoring as part of the performance management structure.
- Evaluate the impact of tailored provision and programmes of study for students with SEND
- Analyse attendance and exclusion data for students with SEND.