



Castleford Academy



Special Educational Needs & Disabilities Policy

Adopted by Governing Body: 11.02.2015

Review Date: 11.02.2018



Roles and Responsibilities

Key personnel

Chair of Trustees and Governors – Mr W Clift M.B.E. J.P. MEd

Headteacher – Mr G Panayiotou

Assistant Headteacher (Inclusion) Miss S Longley

Special Educational Needs Co-ordinator – Miss J Hayden



Statement of intent

This statement of intent should be signed and dated by both the Headteacher and Chair of the Governing Body, and then displayed where it can easily be seen within the School / Academy.

This policy outlines the framework for Castleford Academy to meet its duties and obligations to provide a high quality education to all of its pupils, including pupils with special educational needs and / or disabilities.

Castleford Academy therefore intends to work with Wakefield Authority and within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision making.
- The identification of children and young people's needs.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEN.
- Greater choice and control for young people and parents over their support.
- Successful preparation for adulthood, including independent living and employment.

Signed by:

Headteacher

Date: 11.02.15

M.B.E. J.P. M.Ed

Chair of Governors

Date: 11.02.15



Basic information about School's special educational provision

Objectives

- To enable students to achieve their full potential, both academically and socially.
- To ensure that every pupil has equal care and attention, regardless of gender, race, social background, physical disability or ability.
- To recognise that every pupil has a variety of needs - some of which will be shared with other students, some of which will be specific to that student, some needs will be of a temporary nature - others may be long term.
- To ensure that every student has the opportunity to study a broad, balanced curriculum and has access to the National Curriculum at his/her own level.
- To provide for the needs of all students, as far as resources will allow.

SEN information is available to all staff via the schools IT system, m-drive regarding SEN children e.g. Pupil Profiles, Provision Map and SIMS - showing all provision relevant to each child.

Legal framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEN Code of Practice 0-25.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

Definitions

The law states that a child has a special educational need if he / she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.



Areas of special educational need

Castleford Academy will make provision for pupils with the following 4 kinds of need using the graduated approach and resources available:

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

Admissions

Admission arrangements are in accordance with LEA arrangements and are as for other pupils, but are subject to the school's ability to meet the particular needs of the pupil.

Where a school has a designated resource for a particular type of SEN, admission arrangements may be specific to that particular resource.

The allocation of resources to and amongst pupils with SEN

Note: The Code interprets resources as the budget available in the school. The important thing is how the budget is used. Resources include people as well as materials.

- The SEN staff will support pupils in mainstream lessons as often as is possible and/or appropriate.
- SEN staff will provide support for identified pupils during break and lunch time.
- The SEN staff will work with identified pupils on a sessional basis to develop basic literacy skills and social skills
- The Literacy Mentors will work with identified pupils on either 1-1 or small group situations.
- The SEN staff will take advice from Outside Agencies and support and implement their recommendations either on an individual or group basis.
- Pupils with specific needs may be addressed through a specific curriculum path e.g. Core Skills.
- Pupils with EHC Plans will have a designated mentor to track and monitor progress on a regular basis.

Aims within the School.

In Castleford Academy we will try to achieve the following:-

- To ensure full entitlement and access for SEN pupils to high quality education within a broad, balanced and relevant curriculum, so they can reach their full potential and enhance their self-esteem.



- To educate pupils wherever possible alongside their peers within normal curriculum of mainstream school. Taking into account the wishes of parents and child. Sometimes it will be necessary to dis-apply pupils from the national curriculum to provide an alternative curriculum or to give them time-out to rest or consolidate learning in other areas.
- To stimulate and/or maintain pupil curiosity, interest and enjoyment in their own education.
- To enable SEN pupils to be familiar with a body of knowledge, skills and principles and vocabulary in order for them to lead full and productive lives. The curriculum must be broad to promote intellectual, emotional, social and physical development in order that pupils can develop as valuable members of society both now and in the future e.g. Pupils should develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, initiative and independence.
- To identify and assess pupils with SEN as early and as thoroughly as is possible in order to implement appropriate interventions.
- To fully involve parents and pupils in the identification, assessment and delivery of SEN and to strive for close co-operation between all agencies concerned.
- To meet the needs of all pupils who have been identified as having SEN by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.

The role of the Special Educational Needs Coordinator:

- Collaborate with the governing body and headteacher, as part of the school leadership team, to determine the strategic development of SEN policy and provision in the school.
- Work with the school governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of SEN policy.
- Coordinate the specific provision made to support individual children with SEN, including those who have EHC plans.
- Liaise with the relevant designated teacher where a looked after pupil has SEN.
- Advise on a graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents of pupils with SEN.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.



- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEN charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- Ensure, as far as possible, that pupils with SEN take part in activities of the school together with those who do not have SEN.

The role of the class/subject teacher:

- All teachers work within the graduated approach to SEN.
- All teachers are responsible for planning/assessing and reviewing work in order to meet the needs of individual pupils.
- All teachers are expected to read/access and implement SEN pupil information and recommended strategies which are available on the school's information system.
- All teachers have a responsibility to identify/refer any concerns regarding SEN to Head of Department/Head of Year/SENCO.

Role of the Learning Support Assistant/Special Needs Assistant

The primary role of the LSA is to assist the teacher in the classroom in order to enhance the learning of the students they are assigned to. The specific tasks/routines will be determined by the teacher of the class and these may include:

- to encourage independence at all times
- repeat/re-explain or simplify instructions.
- acting as interpreter in reading and writing for individual/groups of students
- to offer support to individual pupils on Individual Re-integration Programmes.
- helping the child to stay on task even when the task is difficult
- giving praise and encouragement
- immediately applying correction procedures
- giving immediate feedback and knowledge of results
- anticipating and dealing with behaviour problems that might occur
- organising/distributing/collecting materials/apparatus
- simple adaptation of materials for individual students
- working with small groups for intensive work
- feedback to class teacher
- monitoring individual students across the curriculum
- monitoring specific targets across the curriculum
- offering friendly support to less confident students
- keeping accurate detailed records of observed progress/behaviour
- alerting form tutor, year tutor and SENCO of inconsistencies in behaviour or performance from area to area



- ensuring that on-going assessment/records are kept in SEN department
- liaise with Teachers ensuring that all communication and administrative tasks between Special Needs and faculties are effectively undertaken and completed
- mentoring programme
- participate in Annual Reviews and Transition Planning meetings where appropriate
- LSA's receive a programme of training throughout the year.

Involving pupils and parents in decision making

At Castleford Academy we work closely with pupils and parents to identify children and young people who have SEN and encourage them to be actively involved in the decision making process.

Local offer

Castleford Academy will co-operate generally with the local authority and local partners in the development and review of the local offer.

Identification

To identify pupils with SEN, Castleford Academy will:

- Liaise with year 6 teaching staff (Primary Schools) to gather pupil information and identify needs.
- Throughout Key Stage 3 and 4 assessment systems within school monitor and track each pupil's progress and attainment.

Graduated approach

Castleford Academy will, once a potential SEN has been identified, employ the graduated approach to meeting the pupil's needs, including:

Wave 1 - Quality First Teaching.

- High quality teaching across the school.
- Differentiated work for pupils in lessons to meet individual needs.
- Closely monitored behaviour and reward system throughout school.

It is expected that the needs of most pupils with SEN and / or a disability will be met with this approach.

Wave 2 - Small group additional intervention depending on type of need e.g.

- Additional literacy numeracy, social skills, mentoring, access to inclusion resource.

Wave 3 - Individual or very small group interventions. This would usually be catered for with additional funding outlined in a Statement/EHC Plan.



External Agency/Specialist Assessor involvement

In order to meet the needs of children within school we have a whole range of agencies we work with e.g. SENSS, Social Services, Education Welfare, Education Psychologist, School Nurse.

To ensure inclusion pupil's individual needs will always be taken into account within the context of Castleford Academy.

In Service Training is provided from outreach services and specialist resources.

If a pupil requires the involvement of a specialist assessor/external agency or other professionals, this would usually occur as part of a Wave 2 or Wave 3 intervention.

If it is determined that a pupil needs exam access arrangements these will be put in place in line with Exam Board regulations.

Education, Health and Care (EHC) plans.

Castleford Academy will co-operate with the Local Authority to meet all statutory guidelines and requirements with regard to requesting, reviewing and implementing pupils with EHC Plans within school.

SEN and Disability Tribunal

Castleford Academy will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEN Code of Practice.

Confidentiality

Castleford Academy will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:

- To the SEN and Disability Tribunal when parents appeals and to the Secretary of State if a complaint is made under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and local authorities.
- To any person in connection with the pupil's application for disabled students allowance in advance of taking up a place in higher education.



- To the principal (or equivalent position) of the institution at which the pupil is intending to start higher education.

Arrangements for considering complaints about special educational provision within the school.

Complaints about special educational provision within the school would follow the Academy's Complaints Procedure. However, complaints are less likely to occur if strong lines of communication have been established.

The Code of Practice emphasises the need for a partnership with parents and this is formalised in review meetings which will be a regular feature in assessing students' progress and setting future targets.