CITY ACADEMY NORWICH

Special Educational Needs (SEN) Policy

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SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

Contents

Statement of Intent

City Academy Norwich recognises values the abilities and achievements of all students, and is committed to providing, for each student, the best possible environment in which to learn, within the academy s ethos of enjoy, respect, achieve.

1. SEN Objectives of the academy , to

- ensure all students have access to a broad and balanced curriculum
- provide a curriculum that is appropriate to the individual's need and ability
- ensure early identification of students requiring SEN provision as early as possible
- encourage all SEN students to actively engage with the academy s curricular programme
- ensure that parents of SEN students receive regular progress and attitudinal updates for their child
- ensure, where possible, that students have a say over their SEN provision
- ensure all students with SEN leave academy with recognised qualifications leading to clear opportunities for all to progress into higher education
- provide all staff with support and advice on how best to support students with SEN within the mainstream classroom

Students may discover a learning need as they progress through secondary education and we will do our upmost to support this and assist students in overcoming their barriers to learning. We will seek to do this within the constraints of finite resources.

2. Development of SEN Policy

Headteacher, SENCo and staff were involved in developing this policy.

This policy links to the following policies/documents within the academy :

- Child Protection Policy
- Supporting students with medical conditions policy
- Accessibility Policy
- Complaints Policy
- Equality Targets
- SEN Information Report (To be found on website)

3. Definition of Special Educational Needs

Students have special educational needs if they have a *difficulty accessing the curriculum*, temporary or more long-term, which calls for *special educational provision* to be made for them. Students have *difficulty accessing the curriculum* if they:
- Have significant difficulties in learning in comparison with the majority of children of the same age.
- 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.

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents and staff will be

informed that the child has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made.

4. Identification

The academy recognises and supports the 4 broad areas of need (Section 6.25 – 6.32) identified within the current code of practice:

1 – Communication & Interaction

2 – Cognition & Learning

3 – Social, Emotional and Mental Health Difficulties

4 – Sensory &/or Physical Needs

The purpose of identification is to work out what action the academy needs to take, not to fit a student within a category listed above. We as a academy , recognise the needs of the whole student which will include not just the special educational needs of the young child or person.

The below are examples of what is not SEN, however may potentially impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and Welfare
- EAL
- FSM / EVER6
- LAC
- Forces child

Lack of adequate progress may be indicated by:
- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional and / or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

5. Our Approach to SEN Support

- It is the role of the SENCo to liaise with feeder primaries before transition from years 6 into 7 to ensure that any student who is currently placed on the SEN register is known about and a history of need established.
- Where possible, contact with parents will be established and additional transition time put into place to assist the process, again dependant on the need of the student.
- Testing will be completed across the full year group in year 7 upon entry and students streamed for additional support pending individual results. This will be from both Support for Learning and English and Maths.
- Teachers are responsible and accountable for the progress of the individual student within their classroom. Quality first teaching is pivotal to this and differentiation must be in place and evident.

- Wave 1 intervention (different from and additional to) starts within the classroom and is the first stage of 3 waves. At this stage, the SENCo is available for assisting with strategies within the classroom, advice on best practice for that individual student and specific attention to student's weaknesses. Clear targets set and student aware of what he/she is focusing on.
- Classcharts will be used as the platform to provide staff with up to date information on students within the academy . This will include suggested strategies and guidance to best support students.
- Where progress isn't evident following intervention within the classroom, SENCo and teacher to discuss next steps, working in collaboration in progress reports, meetings with parents and assertive mentoring/Key Support Programme within academy conducted by the tutor, Progress Leader or assigned key worker.
- Students with specific learning needs with reading, spelling, numeracy, EAL and speech and language difficulties, will receive additional support in targeted withdrawal groups within the Learning Support department where possible.
- Students will be placed on the SEN register if they are receiving SEN support at Wave 2 or 3. The decision to intervene will be based on standardised scores from reading and spelling tests and levels in English and Maths. Students with an EHCP will also be placed on the SEN register.
- Students with a diagnosed special educational need will be placed on our additional needs register and only on our SEN register if they are receiving a specific intervention.

6. Managing students' needs on the SEN Register

- Students are no longer listed on the SEN register under Academy Action or Academy Action Plus, instead SEN support will now cover all students placed on this register. Within this list, students will be grouped, depending on level of need and or diagnosis of need.
- Students identified on the SEN register will have strategies listed on Classcharts for teaching staff to have access to ensure consideration within lessons and appropriate planning.
- A Student Plan will be in place for students on the SEN register and available to use via classcharts. Details of provision will also be listed on Classcharts.
- For specific students, Individual Support Plans will be in place, again available via classcharts for teaching staff to access. This is a live document and will continue to be amended where appropriate. The upkeep of the ISP is the responsibility of the SENCo where the need is special educational needs. The level of provision is determined by tests upon entry and student's progress and attainment.

7. Criteria for exiting the SEN Register

Students will exit the register when they are no longer receiving interventions at wave 2 or above level from the SEN department. If it is deemed appropriate for support to restart then students will be re-added to the register.

8. How City Academy Norwich best supports students & families

- Parents can view the academy s SEN information report on how the academy supports both students and families. This also links into the local authority's local offer.
- The support for learning department has a qualified member of staff responsible for the testing and awarding of access arrangements within the academy , in collaboration with the academy s exam officer.
- The support with transition into year 7 and or onto further education/work based training.

9. Supporting Students with Medical Conditions

City Academy Norwich recognises that students at academy with medical conditions should be properly supported so that they have full access to education, including academy trips and physical education. Any student with a physical disability will be given the same opportunity to attend academy trips, provided a full risk assessment has been completed and clearance provided by the specialist advisor working with that student/s.

For further details on how City Academy Norwich supports students with medical conditions and or disabilities, please see policy 'Supporting medical conditions'.

10. Monitoring & Evaluating SEN

The Academy carefully monitors and evaluates the quality of the interventions that are put in place on a student by student basis to ensure that the intervention put in place is appropriate and demonstrating progress.

This is completed by the specialist teacher or LSA completing that intervention. All students are tested at the start of an intervention and retested following the competition of the programme. From that point, future intervention/s are based on the outcome.

All interventions are evaluated as part of the annual evaluation of pastoral support report.

11.Training and Resources

The SENCo is responsible for ensuring that all staff are aware of which students have specific learning needs and how best they can support these within the classroom.

LSAs receive training that is felt appropriate to their individual role and also is relevant to the needs of the student/s they are supporting. Training opportunities will be provided throughout the academic year to ensure development of staff within the department.

SENCo to provide general strategies to support all students within the classroom.

SENCo to hold regular meetings with the Learning Support Department team to discuss individual students and areas of concern to ensure early identification of issues and increase awareness of key students where necessary.

12. Roles & Responsibilities

The designated SEN Governor receives minutes from meetings held by the department and meets the SENCo as appropriate.

The SEN assistants (LSAs) are managed directly by the SENCo, who is, in turn, currently line managed by the Assistant Vice Principal. The SENCo has also received child protection training and again works with the Assistant Vice Principal in ensuring the safeguarding of all students who attend City Academy Norwich.

Specialist teachers are employed to deliver the literacy and numeracy programmes within the department.

The SENCo team and Behaviour Manager are the designated teachers for Looked after Children and works with the appropriate virtual academy officers/social workers on a termly basis.

13. Storing & Managing Information

All previous SEN files are stored for 15 years in line with government guidelines. All files are securely stored and access is only available through the SENCo should access be required to these files.

14. Reviewing the Policy

This policy reflects the changes that have been recommended in the SEN code of practice.

The policy will next be reviewed September 2019

15. Accessibility

The academy is fitted with hearing loops and caters for students with hearing impairments. Students who require wheelchair access around the site can be assisted with a lift pass that will allow them to use the lifts around academy site.

Visually impaired students are provided with specific lesson materials where appropriate, including all assessments and exams under the academy 's access arrangements procedure.

Parents of students with SEN or who suspect their child has a learning need can contact the SENCo direct, or via the academy 's enquiry system. The SENCo's contact details can be found within the academy s SEN information report.

Please see Accessibility Policy for more information.

16. Dealing with Complaints

If a parent wishes to make a complaint regarding an issue relating to SEN, then they must follow the academy 's complaints procedure. This can be found on the academy s website.

17. Bullying

City Academy Norwich takes a very firm and clear approach with issues relating to bullying. Bullying forms are in place for the reporting and monitoring of bullying and appropriate interventions are run in response to bullying incidents that occur.

18. Appendices

For all policies mentioned within this document please visit the academy 's website.