

SKERNE PARK ACADEMY



Special Education and Inclusion Policy

Review Date: March 2017

Adopted/V1	V2						
Dec 2014							

Hummersknott Academy Trust incorporates Hummersknott Academy and Skerne Park Academy and unless otherwise stated this policy and procedure(s) applies to all schools equally. This policy relates to Skerne Park only.

PURPOSE

To promote the successful inclusion of pupils with Special Educational Needs (SEN) and disabilities at Skerne Park Academy.

SCOPE

At Skerne Park Academy we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

The educational provision made for them is 'additional to or otherwise different from, the educational provision made generally for children of their age'.

Roles and Responsibilities/Co-ordination of provision

Every teacher is a teacher of every child or young person including those with SEN.

The Special Needs Coordinator is Miss Leanne Wilson (NASC award) and is a member of the Senior Leadership Team (SLT).

Aims

What we want for our SEN children:

- To have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities;
- to raise the aspirations and expectations for all children with SEN;
- to be included in all aspects of school life;
- teachers equipped to identify and meet the needs of SEN of pupils as early as possible;
- to maximise the opportunities for students with Special Education Needs to join in with all the activities of the school;
- to experience success;
- to have parents that are fully involved;
- to seek their views and take them into account;
- to acknowledge and draw on parent knowledge and expertise in relation to their child.

Objectives

To achieve these aims we will:

- work within the guidance provided in the SEND Code of Practice 2014
- to provide a Special Educational Needs Coordinator (SENCO) who will work with the SEN inclusion policy
- plan a stage not age curriculum that includes targets for individuals.
- value all children in our school equally.
- offer high quality support to ensure that all needs are met including those of the more gifted and able pupils.
- intervene as early as possible
- celebrate achievement

- keep parents informed and encourage them to speak with the Head teacher or SENCO if they have any concerns
- ensure that staff have an up to date knowledge of SEN
- provide support and advice for all staff working with special educational needs children.
- make effective use of outside agencies when needed

Identification of Special Educational Needs

At Skerne Park Academy we identify the needs of the children by considering the needs of the whole child which include not just the special educational needs. The purpose of identification is to work out what action we need to take and not to fit a child into a specific category. We would identify a child as having SEN if they have not made adequate progress after adjustments and interventions have been in place.

There are four broad categories of need identified in the Code of Practice 2014 and these areas give an overview of the range of needs that should be planned for.

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment

to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

At Skerne Park Academy we also consider what is not considered to be SEN but may have an impact on progress and attainment. These include;

- Disability (this alone does not constitute SEN)
- Attendance and punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium
- Being a Looked After Child (LAC)
- Being a child of serviceman/woman

A Graduated Approach to SEN Support (see procedure page 1)

Children identified as having SEN will be recorded on the school SEN register.

- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.
- If they have not made adequate progress once they have had all of the interventions/adjustments and good quality personalised teaching.
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants.
- Additional intervention and support cannot compensate for a lack of good quality teaching.
- Skerne Park Academy holds three weekly pupil progress meetings where leaders review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- When making special educational provision the teacher and the SENCo consider all of the information gathered from within school about the pupil's progress, alongside national data and expectations of progress. This is identified on the initial concerns checklist (see procedure page 2). For higher levels of needs it may be necessary to call on external agencies and professionals and referrals to these services will be made by the SENCo with consent from parents/carers.
- Teachers have the responsibility of informing parents/carers of a child's progress.

Specialist Facilities

- The school welcomes applications for admissions from the parents of pupils with mobility difficulties and has complete wheelchair access. The school has a Disability Equality Scheme, and the Coleridge Centre has won an award for being accessible to the community.
- The LA provides the school with a sum of money in its school budget towards meeting pupil's SEN. In addition the school plans and provides for pupils with SEN from their budget. The school receives additional funding for pupils with Education, Health and Care Plans above band 6. The allocation of resources within the school is based on an annual audit of need. The more complex or severe the needs the more support is provided.

Managing Pupils needs on the SEN register

At Skerne Park the SEN register is monitored each term by the SENCo. The register is updated by each teacher and the SENCo then transfers this information and updates the register accordingly.

The single category of SEN Support is broken down further within Skerne Park into three sub sections; Universal, Targeted and Specialist. These stages are evident on the school SEN register.

Those children who are taking part in a focused intervention will be monitored on a Focused Intervention Plan (FIP-see procedure page 4). These are initiated by the teacher and are then evaluated with the teacher and teaching assistant at the end of the intervention. The FIP includes where the children are, where they need to be, what outcomes are to be achieved and a clear timescale for this is given. We recommend that children stay on an intervention no longer than six weeks. There is a core expectation that the teacher holds the responsibility for evidencing the progress according to the outcomes described in the FIP.

If, as a school, we identify that we are unable to fully meet the needs of a pupil through our own provision arrangements, the FIPs and SEN register can be used as evidence towards a change of provision.

If a child identified as having SEN has made accelerated/good progress it may be necessary for them to exit the SEN register. This is done through the discussions held in the pupil progress meetings and is feedback to the SENCo. Parents are also informed if their child has been removed from the register.

Supporting Pupils and Families

- As part of the regulations in the SEN Code of Practice 2014, parents are encouraged to take a look at the local offer. [PROVIDE LINK](#).
- Copies of the admission arrangements can be found on our website [PROVIDE LINK](#). The Governing Body uses the LEA admissions criteria.
- Skerne Park Academy has many established links with the local secondary schools, especially Hummersknott Academy. Skerne Park can provide individual transition packages for children transferring from Year 6 to Year 7.

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 with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some children with medical needs may also have SEN and may have a statement or EHC plan which brings together health and social needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- [LINK TO MEDICATION POLICY](#)

Training and Resources

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice to discuss the needs of individual pupils.
- The school SENCo attends a SENCO network meeting termly in order to keep up to date with local and national updates in SEND.
- Skerne Park Academy also is a member of the National Association of Special Educational Needs (NASEN).

Every teacher is a teacher of SEN.

- SENCO – Leanne Wilson
- SEN governor – Sheilagh Williamson
- Line Manager for teaching assistants-

- Designated person for Safeguarding responsibility – Miss Paula Humphreys and Miss Kate Chisholm

Dealing with Complaints

- Link to complaints policy

If any parent would like to contact the school the named contact is SENCo Leanne Wilson

Leanne.wilson@skernepark.org.uk

This policy links with values 3 - Nothing but the best for all, 4 – Taking responsibility, and 5 - Foundations for future success of Hummersknot Academy Trust's Vision and Values.

RESPONSIBILITY

This policy will be reviewed and updated where necessary by the Headteacher and approved for adoption by Local Governing Body.

PUBLICISING THE POLICY

A copy of this policy and related procedure(s) will be available on the Academy's website and intranet. Staff will be advised of amendments to this policy via Staff Briefings and are expected to familiarise themselves with the content.

POLICY STATUS

This is a statutory policy.