

MANCHESTER HEALTH ACADEMY

SPECIAL NEEDS POLICY

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Approval History

Approved By:	Date of Approval	Version Approved	Comments
	Sep 2012	V1	Base Document
Full Governing Body	06/10/16	V2	Approved subject to further discussion between TMcD and DJA
Standards Committee	18/10/18	V3	

Revision History

Revision Date	Previous Revision Date	Rev	Summary of Changes	Changes Marked	Owner/Editor
Sep 16		V2	Policy updated and input into standard policy format	N	DJA
October 2018		V3	Policy updated	N	DJA

1. Purpose

The SEN policy details how the Academy will support and make provision for pupils with special educational needs (SEN).

2. Scope

This policy applies to all staff who work at the Academy, either on a permanent or fixed term basis.

3. Responsibility

3.1 The Principal will work with the SENCO to determine the strategic development of the SEN policy and the provision of the Academy.

3.2 The Special Educational Needs Co-ordinator (SENCO) and the Assistant SEN Co-ordinator then have responsibility for the day to day operation of the SEN policy.

The SEN Co-ordinator/Deputy will:

- Oversee the running of the provision for students with special educational needs including general class, small group and individual student support.
- Organize and manage the work of the school's Teaching Assistants (TAs).
- Maintain the school's Special Needs Register and all the required documentation.
- Keep records on students who have special educational needs and ensure their progress is regularly monitored and reviewed.
- Regularly review and monitor SEN provision within the school.
- Inform employees of any student's special needs and any changes that arise over the academic year.
- Liaise with parents/carers about their child's special needs and inform them how the school will support their child.
- Arrange and conduct review meetings for Education, Health and Care Plans (EHCP), liaising with parents, the LA and other support agencies involved in the educational welfare of these students.
- Co-ordinate the transition of students with identified special needs from primary. Liaise with the primary SENCO and teachers, outside agencies and the Year 7 Welfare coordinator at MHA.
- Liaise with the pastoral team regarding students on the SEN register. Also, liaise with IEU with regard to advice and support of challenging students.
- Liaise with the subject departments/teachers to ensure the needs of students with special educational needs are met throughout all the subjects of the curriculum.
- In line with the academy's professional development programme, provide access to in-service training to meet the needs of the school and individual members of staff.
- Organise special consideration for students (e.g. extra time, reader, laptop) for all exams.
- Manage the Learning Support Unit. This includes the development of the planning, the early identification of the specific needs of students, the selection of students and the quality assurance of the work undertaken.

3.3.1 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any learning support 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 pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

4. Our Approach

4.1 MHA is committed to the principals of inclusion with a particular attention and focus on:

- gender mix
- minority ethnic and faith groups
- students with special educational needs
- most able students
- students who need support to use English as an Additional Language
- any students who are at risk of disaffection or exclusion
- the development of parent partnerships

4.2 This policy recognises that:

- All students are entitled to a relevant and worthwhile education designed to enable individual students to participate fully in society.
- Students who have special education needs should be supported whenever necessary to gain full access to the whole curriculum.
- Students should have appropriate curriculum experiences designed to maximise opportunities for independent living in preparation for life after school, including preparation for work or continuing education

5. Definitions

5.1 Students may be said to have Special Educational Needs if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

5.2 A student has a learning difficulty if he/she:

- Has significantly greater difficulty in learning or in accessing education than the majority of students of the same age.
- Has a disability, which either prevents or hinders him/her from making full use of educational facilities available in school of a kind generally provided for others of the same age in a mainstream school.

5.3 Students with a disability have Special Educational Needs if they have any difficulty accessing education and if they need any special educational provision to be made for them.

6. Facilities

6.1 MHA provides and maintains a barrier free policy for all pupils/students. All teaching and play areas should be fully accessible to all pupils regardless of physical difficulty, including wheelchair users. Toilets and changing facilities should be readily available to

all in each departmental area. Lifting equipment, hoists, and other specialist equipment, should be available as required in departmental areas. We have:

- Specialist teaching rooms
- A Well-resourced and inviting library
- Sports facilities
- Football pitches
- Two mini-buses
- 6th Form facilities

7. SEND Department

7.1 SEN has two strands of support:

- In class support from a dedicated and experienced team of Teaching Assistants for students who have learning difficulties.
- Learning Support Centre for vulnerable students who have emotional, social and mental health needs.

7.2 The focus is to support in class so all learners' access specialised teachers wherever possible.

8. The Curriculum

8.1 MHA will plan a curriculum, which meets the specific needs of individuals and groups of students through:

- Quality first teaching
- Supporting the diverse range of learning needs
- Overcoming barriers and potential barriers
- Other extra-curricular opportunities

9. Graduated Response

9.1 MHA will adopt a graduated approach to meeting the needs that requires initial academy assessment and the use of academy resources before bringing specialist expertise to assess and support the student. Interventions are a means of helping match special educational provision to student need.

9.2 When a student arrives at MHA staff will:

- Use information from the primary school to provide information to support the student
- Ongoing observations and assessments to inform feedback
- Ensure opportunities for student voice
- Involve parents and student in planning and agreeing targets and developing a joint approach to learning.

10. Teaching and Learning

10.1 When planning students' work, teachers will take into account the abilities of all of their students. When the attainment of a student falls below the expected level, teachers will enable the student to succeed by planning work that is in line with that

student's individual needs within the subject. Where the attainment of a student exceeds the expected level of attainment, teachers will extend the breadth of work within the area or areas for which the student shows particular aptitude.

10.2 Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

10.3 All staff ensure students:

- feel safe and secure – students know that their contributions are valued
- take responsibility for their actions
- are taught in appropriate groupings which allows success to be experienced
- have experience of a variety of teaching resources
- have a common curriculum experience that allows for a range of different learning preferences
- are set challenging targets that enable them to succeed
- are encouraged to participate fully, regardless of disabilities or medical needs
- value each other

11. Support of Learning and Teaching

11.1 The Learning Support Unit is located on the second floor. Teaching Assistants have a variety of duties, which are co-ordinated by the Deputy SENCO.

11.2 Teaching Assistants work from the Learning Support Unit and have a variety of duties, e.g. as in-class support workers and/or delivering targeted intervention and behaviour modification programmes.

11.3 The SEND team works closely within the Academy with a large number of Support Services and outside agencies. Some of the agencies who currently work with MHA are:

- Educational Psychologist
- School Health Adviser
- Pupil Referral Unit
- Counselling Service
- Associated Health Teams – CAMHS, School Nursing Team
- Healthy Schools
- Safer Schools Partnership – Greater Manchester Police
- Children's Services

12. Co-ordination of Provision

12.1 Every teacher is responsible for the education of students, including those with special educational needs.

12.2 The SENCO will work with teachers to establish the SEN identification, assessment, monitoring and review procedures within the Academy. Information about students, where appropriate, is disseminated to all adults who work with students within the Academy via the Special Educational Needs register – this is maintained on a secure network and password protected on the system. Amendments to the list are uploaded electronically to the staff network.

13. Admission Arrangements

- 13.1 The Academy adheres to the admission policy of its Funding Agreement. MHA follows the Manchester Council Admissions Policy and so neither limits nor promotes access for students with special needs, with or without an Educational Health Care Plan (EHCP).

14. Students with Specific Needs

- 14.1 Where students have a specific identified need and have been allocated specialist provision the SENCo will co-ordinate this provision – ensuring it is delivered by experienced staff for students who experience difficulties in:
- communication and interaction
 - cognition and learning
 - sensory or physical
 - social, emotional and mental development

15. Allocation of Resources

- 15.1 The Principal and Governors at MHA oversee the allocation of resources. Decisions about the resourcing of SEN are made on the following guiding principles:
- the needs of students
 - current working knowledge of the whole Academy staff relating to SEN issues
 - ongoing evaluation of best value
 - annual SEN budget allowance of cash grant statement and devolved funding
 - ongoing Government directives

16. Identification, Assessment Record Keeping and Reviews

- 16.1 The cycle of monitoring, assessment, review and record-keeping is in line with the Code of Practice (CoP) for SEN and follows the Academy assessment cycle.
- 16.2 The SENCO will maintain a list of students where provision is made that is ‘additional to’ and ‘different from’ that which the majority receive. Information about these students is recorded in the SEN register and incorporates the provision map which is held on the Academy secure system. All students’ records are kept in a locked secure office at all times.
- 16.3 Students who are identified as having SEN are designated in 2 ways:
- SEN support (K)
 - Education and Health Care Plan (E) Statement of Needs

17. Initial Identification

- 17.1 Information is gathered as outlined in the CoP in order to make appropriate provision to meet the individual student’s special educational needs.
- 17.2 Information comes from a variety of sources some of which may come from:
- the liaison with a student’s primary school (in Years 5 and 6)
 - Academy open evenings and other appointed visits

- Parents at consultation events and individual contact (Academy-parent or parent-Academy)
- Subject teachers, support staff and Form Tutors
- External agencies and services
- The student themselves on a daily basis and during review sessions
- Regular assessment

18. Assessment of Need to Determine Appropriate Provision

- 18.1 The SENCO will collate data received from various sources to determine the designation and provision which will be ascribed to each student as they join and move through the Academy.
- 18.2 The SENCO will make every effort to work closely with students, teachers, parents, the LA, Social Services and National Health Trust teams using the information they provide to best enable or facilitate each student's inclusion, access and entitlement to the mainstream curriculum.
- 18.3 The SENCO will consider each student individually and decide on the appropriate level of provision.
- 18.4 Student data, both quantitative and qualitative, is monitored by the SENCO and used to facilitate conversations about how to differentiate their subject curriculum to meet student needs.
- 18.5 Teaching Assistant support will be identified and targeted for students within class, under the direction of the SENCO or the subject teacher, recording student performance and progress towards targets. Teaching Assistants will consult with and inform the subject teachers of student progress informally as and when required.
- 18.6 The monitoring of student performance and progress towards targets is ongoing and shared informally with the student at any time by the SENCO and Teaching Assistants. Targets may then be adapted as necessary.

19. Curriculum Access and Inclusion

- 19.1 Upon entry to MHA all students are placed into a mixed ability tutor group and are offered a broad, balanced and differentiated curriculum across both key stages. Students study the different subjects either in 'mixed ability' classes or sets (ability groups) according to current Academy policy for that subject.
- 19.2 To accommodate students who are designated as having special educational needs, the SENCO may recommend that the Academy makes provision for:
- specialist teachers and/or Teaching Assistants to provide support enabling the student appropriate access to the curriculum via in-class, small group and individual tuition.
 - timetable adaptations where logistically possible, in order to accommodate very specific needs; specialist equipment (purchased via departmental budget).
- 19.3 The Academy aims to include all students with special needs into all the activities of the Academy as far as it is appropriate. However, and only in the best interests of the individual, there may be occasions or periods of time when the provision made is

withdrawal from some mainstream lessons for specialist intensive programmes to be taught. Parents and students will always be involved in discussion when these situations arise and the student's welfare will be the main factor considered when such decisions are taken.

20. Provision Waves

Wave 1: Universal High Quality Teaching

All children are entitled to high quality teaching. This is also described as "universal provision". Some children may, at times, be taught in small groups or in a one-to-one situation to support their learning. Teachers are often skilled at adjusting their teaching to suit differences in learning. Additional SEND teaching informs and supports universal high quality teaching.

Wave 2: Targeted SEN provision

Some students receive additional SEND provision from well- trained staff who are highly effective: this is a specific, time limited, evidence-based intervention for students who are not making good progress due to a special educational need. The Academy has developed professionals within school (or through outside agencies) who can support these students. The student's response to the intervention will provide teachers with an indication of how significant the SEND is likely to be. There are a very small number of children who will continue to need support on a long-term basis and have persistent needs. These children may face challenges to reach expected standards in literacy though they can excel in other areas.

The decision to provide targeted provision is based on how well the student is doing and how far behind they are compared to their age group. The pace of this type of intervention will suit some children who need a quick boost. The students who have greater difficulties in literacy and who are unlikely to catch-up with their age group through a targeted intervention will be provided with a more personalised intervention. However, a targeted intervention should not be seen as a stepping stone to more specialist intervention.

Wave 3: Specialist SEN provision

Needs are so individual that they require the skills of a specialist teacher or group of professionals to be involved. The majority of these students' time is spent in the mainstream classroom but their "additional and different" provision is highly personalised and closely monitored. The class/subject teachers are clear about how to encourage independence and boost the self-esteem of these students. This provision may come from within the school or from outside the school (ie a collaboration with other schools or the LA Local Offer).

Some of the features of specialist SEN provision are:

- Taught by a teacher/Teaching Assistant in a 1:1 situation
- Based on the needs of the child
- Highly structured so that the steps in learning are small and achievable
- Time-limited
- Designed to boost progress and help the child close the gap between themselves and their year group

21. Monitoring of Provision

21.1 The following information is available from the Academy in respect of the effectiveness of the support available for students with identified special educational

needs. It is collated in the form of a 'provision map'. Information is gained from monitoring and evaluation via observations of:

- small group/individual teaching
- in-class support
- use of differentiated teaching, resources and specialist equipment
- target setting within subject area
- student progress within subject area
- whole class/group teaching

22. Partnership with Parents

22.1 Parents are viewed as partners in their child's education and are kept fully informed. Parents will be contacted directly by the SENCO should there be any cause for concern in their child's progress, behaviour or educational provision within the Academy.

22.2 The process for contact with parents in respect of students who have special educational needs will be:

- The SENCO to discuss with parents their child's needs and appropriate provision
- Parental participation in the scheduled cycle of reviews of their child
- The SENCO will initiate additional meetings, where appropriate, when there may be a concern over the student's progress
- The SENCO to meet with parents where a request for formal assessment is to be made
- In addition to the reviews/parents' consultation evenings, those parents who have a child with an EHCP will be participants in a scheduled Annual Review meeting.

22.3 Students at MHA are encouraged to take part, voice opinion and take responsibility for their own learning.

22.4 Students with SEN will be appropriately supported by the Inclusion team in these endeavours and the SENCO will become the student advocate if necessary.

23. Queries and Complaints

23.1 The SENCO operates an 'open door' policy for parental participation in all aspects of their child's education. Parents are encouraged to telephone the SENCO at any time if they have anything that they wish to discuss.

23.2 MHA considers that all parents are partners with the Academy and are welcome to query decisions made by the Academy through the designated channels as laid down in other Academy policies.

23.3 Please refer to Academy complaints procedure if required.

23.4 If parents and carers want to make an admissions appeal the contact details are:
Independent Appeals Service
PO Box 532
Town Hall
Manchester

M60 2LA
0161 234 3038

24. Information Regarding Statutory Assessment – Statement Process

Statutory Assessment Team
Children’s Services
1st Floor
Universal Square
Devonshire Street North
Manchester
M21 6JH

25. SEN Designations

25.1 “Tracking Identification”

25.1.1 Identification will take place as outlined in the Code of Practice: teachers should seek to identify students making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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

25.1.2 Identification can also include progress in areas other than attainment – for instance, where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

25.1.3 The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, will assess whether the child has SEN.

25.1.4 While informally gathering evidence (including the views of the student and their parents), schools will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The student’s response to such support can help identify their particular needs.

25.1.5 The gathering of information in respect of identifying the student’s special educational needs may be via a number of sources.

25.2 Assessment of Needs

25.2.1 These sources could include:

- Information from feeder schools via the Student Information Monitoring System (SIMS), liaison visits, transitional reviews
- SATs levels (and specifically breakdown of score)
- Academy assessment procedures. Students whose National Curriculum SATs levels are 3 or below may be given one, or a combination of, the following interventions:
- Literacy and numeracy assessments
- Further specific diagnostic assessment of some of the cohort identified previously, using standardised testing, eg WIAT II, NARA II, CELF-R

- Subject area interventions
- Student referrals (self, parent or teacher)
- Assess, plan, do, review and record-keeping in line with the school's organisation of the Code of Practice (CoP) for SEN
- Specific literacy/numeracy interventions by literacy specialists

25.2.2 The data gathered from any of the above is shared with teachers in order that they may fully differentiate their subject curriculum to meet student needs designated to "Tracking".

25.3 'SEN Support' Identification

25.3.1 As for SEN support, the trigger for SEN support could be that, despite receiving an individualised programme and/or support under Tracking, the student:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of students of a similar age
- continues to have difficulty in developing literacy or mathematics skills
- has social, emotional or mental difficulties which substantially and regularly interfere with the student's own learning or that of a class or group despite having an individualised programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

25.3.2 The Learning Support department makes every attempt to work closely with students, parents and the LA (contracted services), the Children's Services and National Health Trust teams. The information provided by them, is used to inform the SENCO as to what modifications to the physical features of the Academy and/or its curricular materials are required to both fully include and facilitate each student's access and entitlement to a mainstream curriculum. This is documented in various formats as befits the nature of difficulty.

25.4 Education Health and Care Plan Identification

25.4.1 In considering whether an EHCP needs assessment is necessary, the Academy will consider whether there is evidence that despite taking relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress.

25.4.2 To inform the Academy's decision we will pay particular attention to:

- evidence of the child or young person's academic attainment (or developmental milestones in younger children) and rate of progress
- information about the nature, extent and context of the child or young person's SEN
- evidence of the action already being taken by the Academy to meet the child or young person's SEN

- evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided.
- evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies, and where a young person is aged over 18, the Local Authority must consider whether the young person requires additional time, in comparison to the majority of others of the same age who do not have special educational needs, to complete their education or training. Remaining in formal education or training should help young people to achieve education and training outcomes, building on what they have learned before and preparing them for adult life.

26. Evaluating the Success of the SEND policy

The governing body will evaluate the success of this policy annually by considering the views of:

- Teachers
- Parents/carers
- Students
- External professionals

Student success will be measured through:

- Student achievement
- Standardised tests
- Reviews
- Data

27. Related Documents

Vexatious, Persistent and Unacceptable Conduct Policy