



Students with Special Educational Needs and Disabilities (SEN/D) Policy

September 2019

General Statement

All members of Netherwood Academy are entitled to be valued equally and to enjoy respect as individuals. Staff have high expectations of the progress and attainment of *Students with Special Educational Needs and Disabilities* (SEN/D). All staff aim to provide appropriate learning and teaching experiences within a supportive pastoral framework. We aspire to nurture in students expectation, confidence and we aim for these students to achieve and attain highly. We aim to celebrate their successes and to foster their development as independent learners and responsible citizens, in partnership with families and the wider community.

Vision

The SEN/D Team at Netherwood Academy is committed to securing and where appropriate, providing entitlement to support for students. This entitlement includes supporting and encouraging SEN/D students to develop independence in their learning and skills for life.

Netherwood Academy provides a broad and balanced curriculum for all students. SEN/D students have equal access to this curriculum. Additionally, the SEN/D Team provide access to quality support mechanisms either within mainstream lessons or through small group or individual intervention. A bespoke intervention programme is also offered for students with additional needs who are struggling to adapt to learning in the mainstream through the KS3 Alternative Provision groups in Year 7 and Year 8. The KS3 Provisions offers interventions and bespoke packages of learning dependent on need. The aim of the provision is to support young people with gaps in their learning or experiencing difficulties within the four categories of need (Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health or Physical/Sensory difficulties. The provision serves as a short term bridge between bespoke intervention and then reintegration to mainstream lessons

As and when our SEN/D students face barriers to learning and progress, a purpose of the SEN/D Team is to provide the expertise and guidance to help teachers structure learning that will support students in managing those barriers.

The Team's approach is firmly rooted in a philosophy of nurturing and unconditional positive regard. Through guidance, a focus on key skills development, particularly in literacy and numeracy and access to a range of professionals, students are provided with a secure and caring approach to support both their academic and personal progress in school.

The school strives to help students realise their potential: the personal, social, emotional, physical, creative and intellectual qualities and abilities they will require to enjoy fulfilling, active lives in education and beyond.

Aims

Netherwood Academy aims to build self-confidence in students, a confidence in their teachers and those who support them that they will achieve and be able to contribute to the whole life of the school regardless of ability. Students, particularly those with high needs, will have confidence that the additional support they require will be provided and that targeted resources are at the disposal of staff to ensure they make progress and that they are able to access mainstream lessons with learning needs identified and addressed.

To fulfil these aims, the SEN/D Team will:

- Indicate to teachers potential barriers to learning and how to support students to manage those barriers through the use of the SEN/D register and Student Support Plans/Student Passports in order to maximise quality first teaching.
- Work with primary schools to ensure appropriate provision is made for high needs students and appropriate transition provision is made.
- Maintain communication with students about their learning, progress and needs.
- Communicate with parents/carers about their child's progress and provide opportunities for parents to contribute to Student Support Plans and targets (Code of Practice, 2014).
- Monitor the quality of assessment and action response for SEN/D students to ensure students are being guided in addressing their barriers to learning appropriately.
- Advise on how homework should be incorporated into and support student learning to accelerate progress.
- Strive for early intervention to address barriers to learning.
- Advise on curriculum development, to ensure appropriate courses and accreditation routes are available at Key Stage 4 through collaboration with the Inclusion Manager.
- Place an emphasis on nurturing.

The SEN/D Team

Netherwood Academy has an appointed team of specialist and experienced staff to lead and develop a school that is inclusive to all.

The Special Educational Needs and Disabilities Co-ordinator (SEN/D Co) has specific responsibility for students with Education Health Care Plans and the overall attainment and progress of any student listed on the SEN/D register. The role includes:

- Taking a lead on improving the quality of teaching and learning for SEN/D students in the mainstream classroom
- Leading a team of Learning Support Assistants
- Liaising with parents/carers/teachers/LSAs and the Inclusion Manager
- Leading Annual Reviews
- Overseeing the writing and maintaining of Student Support Plans and the SEN/D register
- Liaising with primary school SEND/Cos, teachers and SEND students & their parents
- Developing and allocating resources (physical and human)
- Liaising with post-16 providers
- Overseeing the management, along with the Inclusion Manager, of the KS3/ KS4 Alternative Provision.
- Producing, collecting and sharing information about SEN/D students following interventions or external guidance
- Advising on the best strategies to support students within a classroom to ensure teaching meets the needs of all students
- Oversee interventions put in place to support students when necessary
- Liaising with external agencies to ensure that all support is appropriate for each individual students when it is necessary

The SEN/D Co is supported by a team of Learning Support Assistants who each has their own specialisms (detailed in the School Improvement Plan.). The school also has a team of Higher Level Teaching Assistants who oversee some of the specific interventions put in place to support students in both KS3 and KS4 Alternative Provision.

Provision

Students with a SEN/D are identified at the point of transition from primary schools. The SEN/D Co attends Annual Reviews held at primary schools for Year 6 students with an Education, Health Care Plan. The SEND Co's attendance at Y6 Annual Reviews is pivotal in ensuring that information about the student is used to plan appropriate provision up to, including, and following transition.

Barriers to learning are clarified and included on the Student Support Plans/Student Passport put in place for SEN/D students who have an identified SEN/D or an Education, Health Care Plan. Strategies are discussed with primary school prior to transition and this information is made available to all teaching staff through the use of the SEN/D registers.

'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.' (Code of Practice, 2015)

'A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or*
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'* (Code of Practice, 2015)

Students are placed on the SEN/D register – usually at the stage at which they enter Netherwood Academy:

SEN/D register: Students on the SEN/D register may need additional support from professionals associated with various Local Authority bodies. Students may also receive intervention in school typically either to support their literacy, numeracy or social and emotional skills. All students on the SEN/D register have strategies suggested to support them either via a Student Passport or Student Support Plan which are disseminated to staff via SIMS and the SEND folder on Shared Drive. These interventions vary and could either be via individualized learning support/ specific resources or even referral's to the KS3/KS4 Alternative Provisions for a more bespoke intervention. Students that receive intervention will then have the intervention evaluated at the end of every term to decide whether the student needs to remain on the SEN/D register and/or receive additional intervention.

Education, Health Care Plan (EHCP): Students with an EHCP receive support which is specific to their individual need, the level of which is determined by the range of the EHCP which is decided in conjunction with the Local Authority, parents and the type of difficulty that the SEND Student is experiencing/diagnosed with. The SEN/D Co ensures the school's statutory obligations are met in this respect. These are High Needs students whom are also identified on the SEN/D register and on SIMS. All EHCP documentation is available to staff via the SEND folder on Shared Drive where outcomes, strategies and additional support needed in curriculum areas is available to support staff to meet the needs of the students that they teach who have an EHCP..

Student Support Plans/ Student Passports: Student Support Plans are written for students with an identified SEN/D to give staff further advice on how to make learning accessible for these students. The plan includes targets for students and identifies barriers to learning. Staff plan learning and teaching appropriate to the needs of the student, based on these targets. Student Support Plans are reviewed once per term or when a student makes significant progress towards achieving targets. Student Passports provide a one page profile for SEND students whose SEND need can generally be met by differentiating quality first teaching within a main stream classroom. Passports are written by Student Managers, Form Tutor or Teaching Assistant with both the pupil and the parents contributions and views are included. The Pupil Passports are particularly useful

during transitional times in the school year, they help new class teachers and support staff find out more about the pupil and how best to support their needs in lessons.

Annual Reviews are held for students with an EHCP and targets are reviewed. New targets are discussed and set based on student progress in collaboration with all external agencies supporting the child and their parent or carer. The EHCP may be amended if appropriate or necessary, following the review meeting with parents, the student and other professionals.

Student Support Plans and Student Passports, following a review and/or interventions leading to progress or diagnosis, will be reviewed and amended.

Student progress toward targets and improvements in attainment will be reviewed at and consideration given to the need for a student to remain at the same stage on the register; or indeed if they need to remain on the SEN/D register. Any such decision will be made only in consultation with parents/carers, the student and other relevant professionals.

Learning Support

Learning support is provided for students in various ways:

- Differentiated teaching & learning in mainstream lessons
- Marking & assessment that is related to learning barriers and literacy targets
- In-class support with a Learning Support Assistant. To enhance both the specialist subject knowledge of staff and student independence, learning support is organised in curriculum areas.
- Small group withdrawal (literacy, numeracy, skills)
- Individual withdrawal
- Support from a professional associated with the school
- Access arrangements in exams for identified students
- Key worker support

Our team of Learning Support Assistants, in partnership with teachers, have a commitment to implementing appropriate teaching and learning strategies to provide challenging and manageable learning experiences for our students. Ultimately, each teacher has the responsibility to meet the needs of all the pupils in the school in their curriculum areas.

Curriculum

Netherwood Academy provides a broad and balanced curriculum for all students. SEN/D students have equal access to this curriculum in Y7 and Y8. In Year 9, literacy and numeracy remains central, but a range of realistic, practical and achievable option choices are available. Choices in Year 9 will form the foundation for Key Stage 4 courses and this options process is then completed again in Year 9 to ensure students are taking suitable options in Key Stage 4.

Assessment & monitoring

Students are continuously assessed by their teachers and, currently, attainment data is collected three times each year. The progress of SEN/D students is monitored by the SEN/D Co, Inclusion Manager, Progress Leaders and the Leadership team. The information is used when advising teachers about possible teaching and learning strategies and in progress discussions with students. This also helps to inform the SEN/D Co about whether any suitable intervention needs to be put in place. Where appropriate this may also support the referral to external agency to get further advice of suitable teaching and learning strategies to further support students who are not making expected progress.

Intervention

The SEN/D team are committed to students accessing mainstream learning wherever this is right and appropriate. The priority is that students make at least good progress.

For specific learning needs, such as those related to literacy and numeracy, students will be withdrawn from lessons to participate in small group work or individualized learning sessions..

We aim, at Netherwood Academy, to identify learning needs early in Year 7 to minimise disruption to learning and progress as the student moves through the school. The learning need of a student is addressed at this time because:

- There will be continuity for the student as intervention continues from the primary school setting.
- The intervention will help students cope with the demands of the secondary curriculum.
- We aim to help students to overcome barriers to learning so that they do not present problems for the student during further years at the school.

The SEN/D Team is continually developing expertise to deliver a variety of intervention programmes. Students will also, where necessary, receive pastoral support and intervention.

External Support services

Netherwood Academy and the SEN/D Team liaise with a wide range of external bodies, offering expertise, support and advice for both staff and students. The school has a Well-Being area used by some of these bodies for on-site provision. Joint collaborations are increasing by the term, as the SEN/D provision develops. The school has a Well Being & Safeguarding Officer who oversees all the EHA process, TAF meetings and makes any referrals to external agencies deemed necessary and appropriate.

Netherwood Academy calls on various aspects of Barnsley Inclusion Service to help support students:

Communication & Interaction Team
The Sensory Team for Visually Impaired and Hearing Impaired Students
The SEN Assessment & Review Team
The Educational Psychology Service

We are also advised by professionals representing various organisations about the needs and requirements of students with physical disabilities, where and when the need arises.

Advising teachers

The SEN/D Team supports teachers with differentiation of work and learning and teaching strategies to help them provide a supportive yet challenging learning environment for SEN/D students. The team also facilitates professional development opportunities for all staff and is committed to developing their own skills also.

Role of Parents and Carers

Parents and Carers play a key role in the way Netherwood Academy cares and provides for our SEN/D students. We aim to communicate with parents and carers to keep them informed of

changes to SEN/D provision, progress made by students, difficulties experienced by students and during periods of review and reporting. We will maintain our statutory obligations but wish to go further than that by forging close and productive relationships with parents and carers.

If your child has a special need or disability we will:

- Talk to you about your child's difficulties in learning or disability so we can understand their needs.
- Make an assessment of your child's learning so we know which skills they need to learn next.
- Ask the Special Educational Needs and Disabilities Coordinator (SEN/DCo) to support and advise teachers so that your child can learn in the best way for him/her.
- Have a range of programmes to help children who need extra support to read, write, learn maths or manage their behaviour.
- Regularly check and inform you about progress.
- Ask for advice from an educational psychologist, advisory teacher, speech and language therapist or health colleague if we are unsure how to help your child make progress.
- Tell you how to get in touch with Parent Partnership Services, who can offer advice and support, inform you about how to make a complaint if you are not happy with what we are doing to support your child.
- Talk to you if we think we need to consider asking the local authority to make a Statutory Assessment of your child's needs because more advice/resources are needed to help your child to make progress.