

# CLOUGHWOOD ACADEMY

## Special Educational Needs, Disability and Inclusion Policy

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## **1. Mission Statement**

At Cloughwood Academy our Special Educational Needs policy reinforces the need for teaching that is fully inclusive. The Local Governing Board are fully committed to ensuring that appropriate and effective provision will be made for all pupils with additional and special educational needs.

### **1.1 As an Academy**

We believe that equality of opportunity must be safeguarded and that the framework of a broad, balanced and relevant curriculum is an entitlement for all pupils. Curriculum must be as personalised as possible particularly in KS4 where it helps to promote a smooth transition to post 16.

We believe that all pupils with special educational needs or disability should learn alongside their peers, with additional support and provision as appropriate. We are an inclusive establishment and will endeavour to transfer recently taught strategies from intervention sessions into all teaching and lessons where possible.

We believe it is necessary to match the demands of a learning task to the capability of the pupil, and that by employing differentiated pedagogical approaches it will then be possible to provide a positive and successful experience for all.

Every pupil with SEN or disability (SEND) at Cloughwood Academy has an entitlement to achieve their maximum potential. This itself is achieved by ensuring the wellbeing of all pupils so that they

- Develop independent learning skills;
- Are physically, mentally and socially able;
- Develop a lifelong love of learning and are inspired to seek out and tackle new challenges;
- Are able to face the trials and challenges of school and life, and are able to overcome adversity;
- Are able to make a worthwhile and meaningful contribution towards a cohesive, complex and multicultural society;
- Develop inquisitive and creative minds;
- Develop resilience, motivation and perseverance;
- Achieve high levels of literacy and numeracy;
- Develop independence and overcome previous barriers to learning;
- Achieve results as high as peers in mainstream education and go on to appropriate and relevant post-school destinations.
- Are safe from discrimination and abuse.

These wellbeing outcomes are embraced in every aspect of school life: personalised teaching and learning approaches, access to ICT across the curriculum; development of flexible learning pathways and out of hours learning and enrichment activities, support for emotional wellbeing and social, emotional and behavioural development, flexible timetables, assessment for learning which

engages pupils in having a say about their progress and SEN provision; and partnership with parents/carers, other schools, the local community and with personalised health, social care providers and mental health providers.

## 1.2 Purpose

This policy sets out how we make provision for any pupil identified as having additional or special educational needs or disability. As a Special Academy, all pupils have Special Educational Needs in that they all have a Statement of SEN or Education Health and Care Plan which describe their main area of need as Social, Emotional and Mental Health (SEMH). Some pupils have additional support in these areas whilst others receive additional support for learning or for a particular physical disability. A small but growing number of pupils now present with more complex needs and have comorbid conditions alongside behaviour such as autism, PAD, ADHD or sensory needs. It is these interventions and the attendant processes and arrangements which result in the delivery of support that this policy will describe.

## 1.3 Practice

***To continue to develop a thriving, outstanding Special Academy, creating innovative learning and personal pathways into life, work and society for all our pupils (Cloughwood Academy Mission Statement 2014).***

### 1.3.1 What is Special Needs?

"A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her. A child has a learning difficulty if he or she:

(a) has a significantly greater difficulty in learning than the majority of children of the same age

(b) has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local educational authority"

(c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

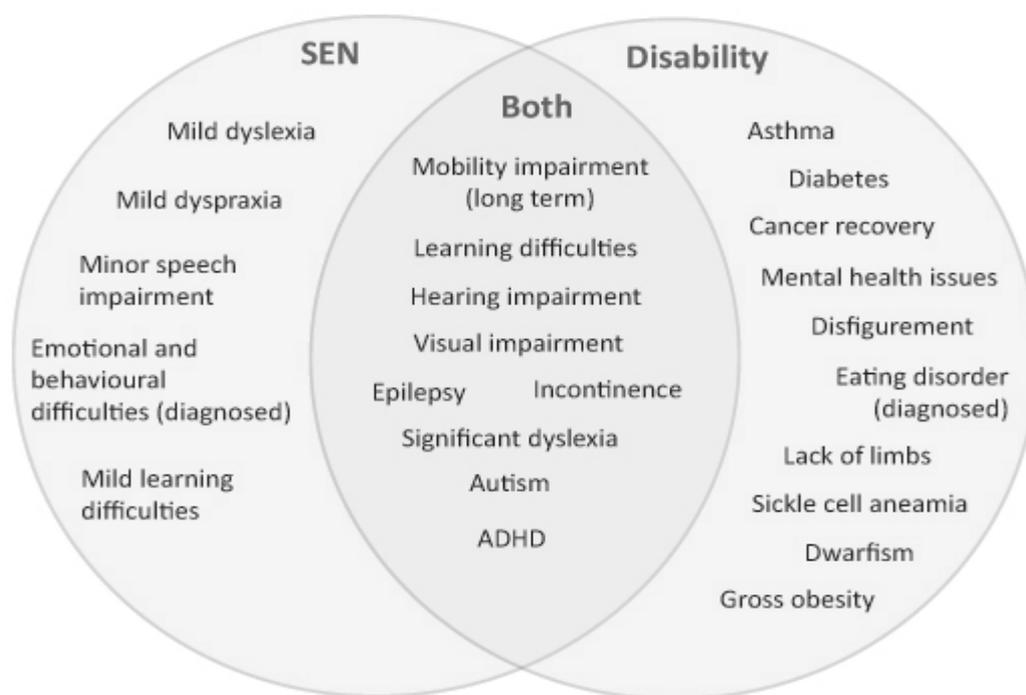
(DfES Code of Practice, 2001, Section 1.3)

These needs were later categorised in the Code of Practice as

- Cognition and learning
- Communication and interaction
- Behavioural, emotional and social
- Sensory and/or physical

A more accurate illustration, incorporating how SEN and Disability are often linked and exist alongside each other is described in the following diagram and it is this way of approaching the understanding of SEND that we have adopted at Cloughwood Academy

## SEN, disability or both?



It is the job of the SENCO and all other teachers to be fully alert and vigilant in the identification of difficulties described above. Once concerns are raised that a pupil may be having difficulties in any of the above areas, then the SENCO will decide, via testing, advice and support, upon the correct level of intervention and the process required to make adjustments to meet the need and reduce the disadvantage.

### Personnel

SEN provision at Cloughwood Academy is carried out by the Special Education Disability and Inclusion Team (SENDIT). This group is part of a larger, multi-faceted group, the Team Around the Pupil (TAP) which is led and managed by the Vice Principal responsible for Welfare who is also the Designated Safeguarding Lead (DSL) for the whole Academy.

The SENCO is responsible for the assessment and identification of Special Educational Needs for the whole Academy and for managing those staff who deliver learning and disability support and therapeutic interventions (internal and externally-sourced) – the SENDIT. The teams are also comprised of a number of other staff, usually teachers and teaching assistants who deliver interventions, represent the academy at multi-agency groups (eg TAF, CIN, CP) and provide pastoral support and advice for pupils and their families.

Special educational needs intervention and SEMH support takes place in the SENDIT room which is a specially designated space which also houses the library and has the Emotional Literacy Support Assistant (ELSA) office nearby. Most individual and group interventions take place within the SENDIT room.

Pupils who require medication or medical assistance would take advantage of the Academy specialist medical facilities in the administration area and do so under the guidance of the VP for Welfare.

The VP leads a fortnightly meeting of all TAP staff to enable good communication of progress and areas of concern to be addressed. The TAP team draws together the key staff who provide SEN learning and social, emotional and mental health (SEMH) support (SENDIT) and those who liaise with outside agencies to ensure a multi-systemic support network for all pupils and families. Detailed and accurate records of interventions are kept by the staff providing support and these are quality-assured by the SENCo. Arrangements for attendance at, and feedback from, multi-agency meetings is the responsibility of this team who cascade information down to relevant staff in a timely manner. This team receives regular training in all aspects of SEN and Safeguarding and ensures that agreed actions relating to individuals are expedited effectively. Most of the team are trained in leading multi-agency work and in assessment for multi-agency intervention.

The SENCo and VP report directly to the Principal and are invited regularly to report to the SLT on the application of this policy.

The Local Governing Board receives reports on the activity of the TAP through the designated SEN/Safeguarding Governor on a termly basis.

## **2. SENDIT specialisms and training**

The SENCO has the National Award for SEN Co-ordination Diploma (Post-grad certificate). There are three TA's trained in the 'inference' intervention, four trained on a University College London accredited course in the 'grow@ks3' intervention. To address SEMH needs three staff are trained by educational psychologists as Emotional Literacy Support Coordinators (ELSA). All trained ELSA's take part in regular supervision with educational psychologists to discuss concerns and talk about individual cases. Two staff are trained to deliver Foundations for Change which is a therapeutic intervention specifically designed by Child in Mind to address the effects of difficult early life experiences in children and young people. These two staff have half termly supervision from Child In Mind. Three staff have been trained to deliver FILS, which is a specially developed sports based intervention in which through a range of activities pupils are encouraged to discuss their feelings, thoughts and actions and ways to break the cycle of negative thoughts resulting in negative actions. All staff will receive training in supporting emotional literacy in the classroom. In 2018 the training focus will be in supporting mental health needs. All staff will be trained in 'Mental Health First Aid (MHFA)' by educational psychologists Gwenda Goodman and Emma Callwood. All staff will also receive up to date, relevant training on supporting the development of inference skills, Attachment, Resilience, Speech, Language and Communication strategies and Specific Learning Disabilities. There will also be whole staff literacy training to ensure every teacher is accomplished in teaching pupils the skills of word reading, comprehension and writing. Through this training staff develop a closer alignment between intervention session approaches and teaching and learning strategies used in lessons across the curriculum. The SENCO will also identify when training is needed for specific areas for the whole school staff and will deliver training or liase with other experts such as

educational psychologists, speech and language therapists or outside literacy and numeracy specialists who can deliver training to the whole staff. There is also regular whole school training in physical de escalation using the team teach method and regular safeguarding training.

### **3. Identification, Assessment and Review**

It is the responsibility of all staff to assist in identifying pupils with SEN (Appendix 1). Some pupils arrive at the Academy having already been identified. Provision is made and reviewed appropriately. The identification procedure includes the use of parental information, primary school information, statutory assessment information, screening procedures and teacher observation. Form teachers take responsibility for the completion of SEND Young Person (SEND YP) pro-formas. The SENCO arranges for the training of all staff who contribute to Annual Review or EHCP documentation and oversees the quality control of this information which is fed in to relevant reviews.

### **4. Process**

*Learning support* – Twice in each academic year all pupils are tested using the new group reading test, the progress in English test and the progress in maths test. This established a baseline level for each pupil in the school in examination conditions irrespective of their SEMH needs and it is completed independently in a group session. Any pupil achieving below the expected level for their ages will have 'FFT W3' intervention, the 'inference' intervention or 'grow@ks3' intervention dependent on their individual needs.

'FFT Wave 3' is mostly aimed at pupils who are not making progress with word decoding. This begins with a range of running records and benchmarking tests, this provides the starting point for each child's programme. Progress is monitored throughout using the same benchmarking tests. The aim with 'FFT Wave 3' is to accelerate learning so that each child makes enough progress in reading and writing in order to access a group intervention and/or continue to progress through whole class teaching. The intervention runs as a rolling programme with a reading day followed by a writing day. The sessions are 20- 30 minutes and follow a set structure of different activities including sentence composing and short bursts of reading.

Staff may also identify that a student has good word recognition and poor comprehension according to benchmarking tests and is failing to make progress according to the new group reading test and progress in English test. These pupils will begin the 'inference' programme. The inference program is a well-researched method used to develop word comprehension, debate and higher order thinking skills. The 'inference' intervention enables students to go beyond an author's literal statements to draw inferences and to develop metacognitive awareness of good reading strategies and attitudes towards reading (see attached case study for more information on the impact of this programme).

Students who fail to make expected progress according to the progress in the new group reading test and progress in English test will take part in the 'Grow@ks3' literacy intervention. 'Grow@ks3' aims to produce independent and highly motivated learners, whose literacy improves every time they read and write. It involves a short series of lessons (individually or in groups of up to three), a minimum of three times a week, with a specially trained practitioner for a 10 week initial period. Formative feedback on jointly agreed learning goals is provided through specific praise and prompts matched to the student's growing competencies.

The SENCO ensures that the SENDIT has a close alignment between intervention strategies and in class teaching and learning across the curriculum (e.g. use of inference training resources such as *comprehension strategy prompts; vocabulary helper 'storage' sheet*).

The mathematics department and will assist in the identification of pupils who are falling behind in mathematics and those pupils will attend a catch up numeracy intervention during enrichment sessions. The 'Catch Up Numeracy' intervention will be delivered by teachers and classroom assistants who have attended training. The initial part of the program is an in-depth assessment which analyses the student's strengths and weaknesses in key component areas of numeracy.

Students who are children in need, have a team around the family or have social care involvement will take part in the Emotional Literacy Support Assistants (ELSA) interventions. These are a range of individualised interventions designed by the ELSA. Examples of things covered on the intervention are social skills, emotions, bereavement, anger management, self-esteem, and friendship skills.

One of our Teaching Assistants is trained to provide speech and language interventions for those pupils who will need this. Two members of staff are now trained in 'LEGO therapy' intervention for pupils demonstrating the need for such mental health support.

Every student in school will have an individual risk assessment which will give strategies for all staff to use in school to help pupils achieve targets. All interventions are also carefully designed to meet the targets for EHC plans and each student will have a provision map which will detail all the SENDIT team's involvement with pupil and the social, behavioural and educational interventions throughout the school in all other departments.

Benchmarking tests will take place in the SENDIT for interventions to identify progress and inform next steps in interventions. The new group reading test will take place twice yearly and will be used to get a standardised reading age which will help to identify pupils who are not making progress.

## **5. Monitoring**

All of the staff in the in the SENDIT team carry out robust assessments and monitoring of pupil progress within the department. Through meeting with the staff team the SENCO monitors the quality of the assessment and informs the SLT of the progress of individuals and groups of pupils.

## **6. Other interventions**

If a child is identified as having a need that cannot be met by the skills of the academy SENDIT, then other professional advice will be sought from other therapists and experts as determined by the SENCO in collaboration with the educational psychologist. Examples of this could be speech and language therapy, physical therapy, play therapy, CAMHS, and these will be determined through a collaborative process. Any decisions made about additional intervention will be agreed through a collaborative process involving the SENCO, the educational psychologist and the placing authority within a review.

The educational psychologist will work with the ELSAs and the SENCO to give strategies and help design appropriate emotional literacy interventions for pupils who are in need of targeted support.

## **7. Annual reviews of statements and education, health and care plans (EHCPs).**

All pupils at Cloughwood Academy require a Statement Educational Needs which describes Social, Emotional and Mental Health needs (SEMH).

From September 2014, Statements of SEN were replaced by an *EHCP*. This plan will include all of the child or young person's needs and will co-ordinate services from education, health and social care to achieve agreed outcomes.

The EHCP will:

- Be more person-centred and involve parents, carers, children and young people in the planning process.
- Be focused on outcomes to be achieved for each child/young person
- Run from birth to age 25.

In order to create these EHCPs a range of information from all staff will be needed. Form tutors will work with the SENCO to produce statements of educational needs and disability young person profiles (SEND YPs) and these documents will be amended as the pupils' needs change. All staff will be responsible for creating termly learning goals for each pupil which will be documented in the SEN YP profile and discussed with the parent and pupil in annual reviews and will also be on the cover of pupils' Maths and English books. Pupils' progress towards outcomes will be reviewed throughout the year by the SENCO and other staff. Form teachers will attend all annual reviews and be fully conversant with the needs of all pupils for whom they have pastoral responsibility.

## **8. Summary**

All pupils with special educational needs or disability should learn alongside their peers, with additional support or provision as appropriate. Every pupil with SEN or disability has an entitlement to achieve their maximum potential. In order to achieve maximum potential the SENDIT will put the following support into place, Individual behaviour plans, provision maps, interventions for numeracy, literacy, social skills and behavioural skills. It is the job of the SENCO and all staff to be fully alert and vigilant in the identification of difficulties. Once concerns have been raised that a pupil may be having difficulties then the SENCO will decide upon the correct level of intervention and the process required to make adjustments and meet the needs of the student.

The SENCO will be responsible for co-ordinating the information needed to plan and directing form teachers in the effective, timely and accurate completion of the appropriate forms. The SENCO will co-ordinate the administration of assessments for reading ages, spelling ages. These tests will take place in each academic year.

Information and data collected and identified by the SENCO or other members of the SENDIT will be available to, and shared with, the rest of the staff team. It is expected that all staff make appropriate and relevant use of this to inform planning and interventions that promote and improve the rate of pupil progress.

The SENCO reports directly to the SMT on the administration and delivery of this policy on a regular basis.

Appendix 1 – Admissions Flowchart

POST-ADMISSION TRACKING & ASSESSMENT INFORMS

