

Special Educational Needs, Disabilities and Inclusion Policy

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1. Introduction

Penwortham Priory Academy is an inclusive mainstream secondary school, which promotes the successful inclusion of students with special educational needs and disabilities.

The SEND code of practice: 0 to 25 published on 11 June 2014 identifies that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. The definitions can be found below:

'Special educational needs' (SEND)

xiii. 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.

xiv. 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

xv. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

Many children and young people who have SEND may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.'

2. Policy Objectives

The specific objectives of our SEND policy are as follows:

- To ensure all children have access to an appropriate education that affords them the opportunity to achieve their personal potential.
- To identify students with SEND and ensure that their needs are met.
- Whenever appropriate to ensure that students with SEND join in with all the activities of the school.
- To ensure there is effective communication between parents, staff, learners and outside agencies in order to promote effective partnership and intervention.

The success of the school's SEND policy will be judged against these objectives using evidence, which will include attendance, exam and internal assessment data.

3. Admission Arrangements

The school's admissions policy does not discriminate against students with SEND and prioritises students with SEND naming the school in their Education, Health and Care (EHC) plan.

- Admission arrangements for children transferring from Year 6 to Year 7 are as follows:
- The SENCO and Transition manager will communicate with primary schools to gain verbal/written information about children with SEND from Year 5 onwards.
- When appropriate the SENCO will attend transition review meetings for students with EHC plans or Statements of SEN intending to join the school.
- When appropriate advice will be sought from the LA with regard to specific SEND.
- The SENCO and/or Transition Manager will visit the feeder primary schools to discuss all incoming students before the new intake transition day for Year 6 students.
- Children with SEND are identified by the primary school and the appropriate paperwork i.e. records, reports, EHC plans, etc., are forwarded to the SENCO.
- The parents of children with SEND are invited to consult individually with the SENCO at the new intake parents' evening or they are encouraged to make an appointment to discuss their child's needs prior to starting in September.
- Children with SEND will be invited to School for additional visit(s) during the summer term as part of the transition process.
- A record is kept of the stages and in consultation with the Transition Manager the SENCO recommends an appropriate tutor group for each child depending upon - Primary Teachers' recommendations, student strengths and weaknesses and friendship groups.
- Where appropriate students are placed in sets according to their KS2 results and other data as it becomes available.

4. Working Together

Penwortham Priory Academy recognises the importance of gathering the views, wishes and feelings of the child or young person, and the child's parents in decisions relating to their education, and offer high quality provision to meet their needs.

Staff endeavour to remove identified barriers to learning. Staff have high ambitions for all children and young people within the school, and set stretching targets for them. Progress is tracked towards these goals, and the additional and/or different provision made for individuals is kept under review. Penwortham Priory staff will use a wide variety of approaches to teaching, adaptations to the curriculum and the learning environment and adaptations to facilities and resources to ensure that all students can access education.

Assessment and evaluation of the effectiveness of intervention programmes is carried out to ensure any additional programme put in place is having a positive effect and ensuring that the child or young person makes progress in their learning and the acquisition of new skills, improved social interaction, and confidence.

Within the inclusive school reasonable adjustments are made to enable all students, regardless of SEND have access to all learning experiences including extra-curricular activities.

All students have access to a broad and balanced curriculum. High expectations are placed on all students regardless of their prior attainment. Potential areas of difficulty are identified, and appropriate support is put in place to ensure that all students are able to work towards meeting their targets. Lesson planning will take into account pupils' individual needs.

Staff within Penwortham Priory Academy use their best endeavours to make sure that every child with SEND gets the support they need and takes a full part in the activities of the school. Equality of opportunity is promoted.

The school's Special Educational Needs Co-ordinator is Mrs Amanda Holland.

The Learning Manager is Mrs Jan Nayler.

The Inclusion Manager is Mrs Doreen Swire.

The Intervention Manager is Miss Alex White.

The Transition Managers are Mrs Laura Farley and Mrs Rachel Bullock.

The Governor with responsibility for SEND is Ms Kate Thornton

5. Identifying and Supporting Students with SEND

Within the new Code of Practice there are four key areas when identifying whether a

child has SEND and then following this up with the correct level of support - Assess, Plan, Do and Review.

5a. Assess

On entry to the school, staff will assess each student's current skills and levels of attainment, building on information that has been made available from previous educational settings.

Subject teachers will make regular assessments of student progress. These will seek to identify students making less than expected progress over a given period of time in line with their age and individual circumstances.

Progress in areas other than academic attainment is also assessed including wider development and social needs. The aim being that every child should make a successful transition to further education, employment or training at 16.

The first response to any identified weakness is high quality teaching targeted at the student's areas of weakness. Where progress continues to be less than expected the subject teacher, working with the SENCO should assess whether the child has SEND.

Teachers are responsible and accountable for the progress and development of the students in their class even when the student accesses support from a teaching assistant or a specialist teacher.


High quality teaching, differentiated for individual students is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

Persistent disruptive behaviour or withdrawn behaviour does not necessarily mean that a child has SEND. Where there is a concern, assessment should be carried out to establish whether the behaviour is linked to an unidentified learning need, difficulties with communication or mental health issues. If it is thought that housing, family or other domestic issues may be contributing to the presenting behaviours, a multi-agency approach through the Early Help/CAF process will be the usual route for the identification of needs and how they can be met. Early identification and intervention can significantly reduce the use of more costly intervention at a later stage.

There are four broad areas of need. Children do not fit neatly into one category, and often have needs that cut across two or more categories. Early identification will inform future planning and provision of appropriate support. Penwortham Priory Academy might involve specialists, such as a specialist teacher from the Specialist Advisory Teaching Service, the Educational Psychologist, or colleagues from CAMHS at any point to advise them on early identification of SEND and appropriate support and

interventions. In some cases professionals from health or social care are already involved. If this is not the case, and is required, appropriate referrals will be made.

The four areas of need are:

- **Communication and Interaction** - Difficulty communicating with other people due to speech, language and communication needs (SLCN). Difficulty understanding what is being said to them, difficulty finding the words to respond to an individual, or difficulty understanding the social rules of communication. Children and young people with Autistic Spectrum Disorder, Autism or Asperger's Syndrome might have difficulties with social interaction.  For students experiencing difficulties school staff work closely with the Autism Specialist Advisory Teachers Team for advice and guidance regarding appropriate programmes and resources to use in specific situations with students.

- **Cognition and learning** - Learning difficulties cover a wide range of needs. A child might be assessed to have moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) or specific learning difficulties (SpLD) which includes one or more specific aspect of learning such as dyslexia, dyscalculia or dyspraxia.

Within school students can access Accelerated Reader, Touch Typing and a range of other interventions to improve their literacy skills.

Paired reading programmes and small group support are available in school, as well as individualised programmes of support delivered by qualified Higher Level Teaching Assistants and Senior Teaching Assistants.

- **Social, emotional and mental health difficulties** - A child might become withdrawn and isolated, display challenging disruptive or disturbing behaviour. These behaviours might reflect an underlying mental health difficulty such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms which are medically unexplained. Other mental health disorders include Attention Deficit and Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD), Attachment Disorder and Foetal Alcohol Syndrome.

The school provides a supportive environment for students who have difficulty coping with the rules and boundaries within the mainstream school. Short supportive programmes are developed to help students engage in mainstream lessons.

- **Sensory and/or physical needs** - Some children and young people with a


physical disability might need ongoing support and specialist equipment in order to access all of the opportunities available to their peers. Visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access learning. Difficulties might be age related and fluctuate over time.

When identifying an individual child as requiring SEND support, the subject teacher, SENCO and Learning Manager will carry out an analysis of the student's needs. Previous behaviour, progress and attainment data, any specialist teacher reports, and reports from other external agencies will be considered. The views of the parent and child are also considered. Support and intervention must be matched to need, barriers to learning are identified and overcome and a time scale for review is built in to any planned intervention.

5b. Plan

The school SENCO and Learning Manager should agree in consultation with the parent any SEND support plan that will be put in place. This can include adjustments, interventions and support to be put in place. All teachers and support staff working with a child should be informed of their needs, the desirable outcomes and any teaching strategies or approaches required. Parents are encouraged to be involved in planned interventions, and to contribute to or reinforce progress at home.

At Penwortham Priory Academy we aim to:

- Offer a clear, coherent way to provide for the special educational needs and disabilities of as many children as possible in as flexible way as possible. We are committed to equality of opportunity for everyone involved in the school.
- Boost the literacy and numeracy skills of students with general and specific learning difficulties both as an end in itself and as a means of providing maximum access by such students to the rest of the curriculum. In doing so we aim to narrow the gap between students with SEND and those without.
- Develop differentiation in all lessons to improve the educational opportunities of all students, regardless of ability.
- Meet the special educational needs and disabilities of children with physical/sensory disabilities, with speech, language and communication difficulties and with social, emotional and mental difficulties as far as is practicable, making reasonable adjustments in terms of the layout and resources of the school. 
- Increase the confidence of students with SEND, encouraging them to be involved in their own provision, and to promote independence.
- Communicate with parents about all aspects of the provision made for their children and to seek to develop this partnership.
- Deploy resources in as effective a way as possible.


- Use the SEND Code of Practice as a framework for identification of, and provision for, students with special educational needs and disabilities.
- Ensure that the school's accessibility plan is reviewed and meets the needs of all students in school where possible.

5c. Do

Interventions might be carried out within the classroom, during the course of timetabled lessons if this is appropriate. It might be necessary to carry out an intervention prior to the start of the school day for a regular 20 minute session during registration, or over break and/or lunchtime. Other interventions require withdrawal from lessons for a block of time. In this instance there is discussion between the person delivering the intervention and the student as to how this will best fit in to their school timetable.

The subject teacher remains responsible for working with the child on a daily basis. The subject teacher must work closely with the teaching assistant or specialist teacher to ensure that any intervention which requires 1:1 or group teaching away from the class does not create a gap in another area of learning.

Types of individual support –

- The needs may be addressed primarily through the support of the SENCO.
- In some cases, support may involve subject specific strategies or it may be more appropriate to offer some individual or group support, such as intervention programmes.
- Differentiated work in the classroom.
- Enlisting, in consultation and with the agreement of parents, the assistance of an external educational psychologist or another appropriate professional agency. Copies of any reports arising from such consultations will be added to the student's file and the recommendations made will be communicated to  the student's teachers.
- Professional recommendations for specialist provision (i.e. physical or practical aids e.g. a laptop computer) may be met within or outside the school.
- Liaison with awarding bodies to ensure the appropriate access arrangements are put in place.

Education, Health and Care Plans

Children in receipt of an EHC plan of Special Educational Needs and Disabilities will require their needs to be met according to the guidance laid down by their EHC plan. In addition to reviews of their profiles, their progress and the support outlined in their EHC plan will be reviewed annually and a report provided for the LA.

Student Profiles –

These will set targets for the student and will detail:

- Short term targets set for or by the student.
- The teaching strategies to be used.
- The nature and frequency of any special provision to be put in place.
- How parents/carers can help at home.
- When the plan is to be reviewed.
- Success and/or exit criteria.

All students with an EHC plan will have a student profile which will be reviewed termly. Students at support level will be given a student profile at the beginning of Year 7 if it is felt that they have a specific learning difficulty which will prevent them from being removed from the support register. This is mainly to provide class teachers with the information they need to provide the correct level of provision for the student. These will only be amended if there are any additional concerns.

5d. Review

All interventions and/or teaching assistant support put in place will be reviewed to assess their effectiveness and impact on the student's progress. The SENCO / Learning Manager will communicate with parent(s)/carer(s) to discuss progress made, and further recommendations.

If strategies and resources available within school have had little effect over time, there will be a recommendation for the involvement of other agencies as appropriate to ensure that the needs of the individual are being addressed. This will be drawn up into an updated profile.

6. Special Examination Access Arrangements

Students with SEND may qualify for special examination arrangements to be made. The Examinations Officer oversees all applications for special examination arrangements.

Penwortham Priory Academy is required to follow the procedures laid down by the Joint Council for Qualifications when applying for and implementing any special arrangements agreed to.

Special examination arrangements may include provision of one or more of the following: extra time, supervised rest periods, a reader, a scribe, a practical assistant, transcription, use of a word processor or modified question papers.

Recommendations for Special Arrangements should derive from an identified

documented educational need evidenced, for example, in an existing Psychological Report or a Specialist Teacher's Assessment Report. If a student does not meet the criteria as necessary for the above then parents may seek a report from an external body - such as the dyslexia association.

Such reports must be dated within the two years prior to the examination in question. Where possible, students with special access arrangements will be offered the opportunity to rehearse throughout their courses e.g. allowing extra time for coursework assignments or during internal examinations.

7. Transition to Adulthood

Penwortham Priory Academy is committed to supporting children and young people to realise their ambitions by supporting them in making friends, staying safe and healthy and preparing them for adult life. High aspirations are crucial to success.

From Year 9 onwards in school, preparation for adulthood is an explicit element of conversations and the review process for children and young people with SEND. Discussions about longer term goals with a focus on strengths and capabilities and the outcomes that the young person wants to achieve.

The SEND team within the school works in collaboration with Curriculum Leaders, Young Peoples Services, Local College and Post 16 providers and our own Independent Advice and Guidance coordinator to provide appropriate support to ensure that children and young people with SEND are able to move between phases of education and preparation for adulthood.

8. SEND Training and Development

All of our teaching assistants and many of the teachers have had training sessions on topics such as: auditory processing difficulties, working memory issues, autistic spectrum conditions, epilepsy, diabetes, team teach, visual impairments and English as an additional language as well as others.

During each inset in September a session is delivered to all staff by the SENCO on the needs (and how to meet them) of the students who are about to join us (this is in addition to previous communications) as well as updates on our current students and their needs.

School has recently purchased computer software called IDL which can be used with all students to improve literacy skills such as reading and spelling as well as helping

with memory and processing difficulties. Training has been given for this and all teaching assistants are able to use this programme with students.

Specialist expertise would be identified in partnership with the Local Authority Education Psychologist and sourced via the local authority or by securing the services of approved providers depending on the individual needs of the students.

9. Protocol for entry and exit to Learning, Enhancement and Progress department (LEAP)

Upon Entry

Learning Manager Mrs Jan Naylor	Inclusion Manager Mrs Doreen Swire HLTA – Ms Alex White
Pupils identified by Year 6 teacher and Transition Manager as requiring Learning Support input. Primary IEP's, files and levels will be checked. Pupils currently accessing Learning will continue to do so though withdrawal lessons may change. All statement requirements will continue to be met.	Pupils identified as requiring emotional or organisational support by Subject Teacher, TA, Head of House, Subject Leader or Leadership Team may be referred to the referral meeting via the LEAP referral form. The form is available to all staff and will be required before any input from LEAP can be put in place.
Pupil in any school year identified by Subject Teacher/TA as requiring Learning Support will be discussed with Subject Leader. Referral form to be filled in by Subject teacher or Subject Leader and placed in referral pigeonhole for meeting.	Once referred to weekly meeting using referral form a decision will be made as to the appropriate input and staff will be informed.
Assessment carried out for literacy, numeracy, EAL needs etc. Inclusion Disability Support Service (IDSS) assessments if necessary.	Referral meeting will take place, on a weekly basis with the SENCO, Learning Manager and Inclusion Manager.
Findings used to provide appropriate withdrawal – weekly, longer term access for learning need, access to specialist teacher from Ethnic Minority Achievement Group. Home /school liaison will be maintained.	Pupil referred to LEAP to work on classwork targets and or learning targets. Home / school liaison will be established and maintained.
Return to class. Re-integration package to be put in place by Learning Manager. Teachers will be informed as to input.	Pupil stays in Progress for a period of time, access is re-assessed and pupil returns to class at appropriate time. Input will vary according to need eg 1-1 weekly or a period

	<p>of time depending upon individual needs. Staff will be kept informed.</p> <p>Classwork will be required to help maintain progress.</p>
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Upon Exit

Learning Manager Mrs Jan Naylor	Inclusion Manager Mrs Doreen Swire HLTA – Ms Alex White
<p>Regular testing will take place. Pupils who are accessing for more than 1 hour a week will be returned to class once they have caught up their work or improved upon their levels.</p> <p>This will be organised by Learning Manager. Staff will be informed and home /school links will be maintained.</p>	<p>Once learning has been addressed pupils will either:</p> <ul style="list-style-type: none"> - Return to class with TA support. - Return to class with a monitoring diary. - Return to class. <p>A strategy meeting will be held to decide upon the best course of action – pupil and parent if necessary.</p> <p>Re-integration plan will be put in place staff will be informed and home / school links will be maintained.</p>

10. Local Offer

The Local Authority's local offer is available on the Schools website and the Lancashire County Council website.

Website Links

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

Appendix 1: Staff roles

The SENCO will:

- Be the Special Educational Needs Co-ordinator and Responsible Person as defined within the Code of Practice;
- Oversee the work of the Learning Support Assistants and provide support and guidance to all staff;
- Ensure that adequate relevant information and training are provided to all staff;
- Ensure that as far as is reasonably practical the resources required to meet the needs of SEND students within school are made available;
- Liaise with external agencies and parents;
- Liaise with potential next providers of education to ensure a smooth transition.
- Complete all relevant paperwork for annual reviews of EHC plans in conjunction with the relevant TA and complete applications for SEND funding;
- Complete the regular reviewing of Student Profiles;
- Monitor the reviewing of Student Profiles by other staff.

The subject leader will:

- Ensure schemes of work are in place that allow staff to meet the individual learning needs of all students and provide copies of these for the SENCO as required;
- Ensure there are sufficient subject specific materials and resources available to allow effective differentiation for students with different needs;
- Ensure assessment procedures are in place to measure the progress and identify the needs of all students.

The class teacher will:

- Be aware of each child's needs and skill levels;
- Read the student's profile, or file where appropriate;
- Advise the SENCO, Attainment Leader and parents of any concerns;
- Provide reports for external agencies, Student Profiles and annual reviews;
- Assess progress and maintain appropriate records;
- Plan and deliver lessons that allow each child to experience success meeting any guidance provided by the SENCO for example in the student's profile;
- Provide any teaching assistants to be present in a lesson with a lesson plan in advance;

- Provide feedback to all students on how they can make progress with their learning.