

SPECIAL EDUCATIONAL NEEDS POLICY

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Author	Headteacher
Legislation	The Children and Families Act: Section 69 and The Special Educational Needs and Disability Regulations 2014

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SPECIAL EDUCATIONAL NEEDS POLICY

These are the objectives of the Academy Council in making provision for students with Special Educational Needs and how the Academy Council's Special Educational Needs Policy will contribute towards meeting those objectives.

Aims of St Andrew's Academy

St Andrew's Academy is an inspirational community, where we take care of each other, enjoy our learning and work hard to achieve our targets.

Values: Aspire, Respect, Trust

To achieve this we:

- Innovatively deliver a curriculum to meet the needs of every learner.
- Respect the voice of everybody in our school community.
- Provide the foundations for all students to flourish and lead fulfilling and purposeful lives beyond St Andrew's Academy.
- Build strong, caring relationships based on mutual trust and respect.
- Establish and utilise links with the wider community.
- Encourage everybody to be proud of themselves and what they achieve.
- Inspire, create and have fun!

Learning Together, Achieving Together

These aims guide the Academy Council, the Headteacher and staff in their policy-making decisions regarding provision, resources and relationships with other bodies beyond the academy.

The types of Special Educational Needs provided for at St Andrew's Academy

St Andrew's Academy caters for students with Severe Learning Difficulties and/or Autism aged between 11 and 19 years. Some of our students have associated physical disabilities and/or social, emotional and behavioural difficulties.

Facilities for students at St Andrew's Academy

The present single storey accommodation was purpose-built in 1979. It has some larger classrooms as well as smaller rooms for group and individual work. The academy has a hall, medical room and kitchens. Outside spaces include those allocated to gardening, Forest School and PE, as well as covered areas outside some classrooms.

As students move on to Further Education they leave the main academy building for one of two locations: for those younger students and those needing higher levels of support they are educated in FE classrooms that are co-located but away from the main building; for the older students their education is at our Further Education College Campus, which is a five minute walk from the academy main site.

Students are grouped mainly by age into classes of between 4 and 13 students. Each class is staffed by a minimum of one Teacher and two Teaching Assistants. This enables small group and individual work to take place.

As a Residential Special Academy, we also have accommodation adjoining the main academy which houses bedrooms, communal, eating and bath/shower areas.

How resources are allocated amongst students

Major management, staffing and budgetary decisions are made by the Academy Council/SET, bearing in mind the students and aims of the academy. Department budgets are provided, the extent of those being dependent on available resources and the nature of the curriculum and current School Improvement Plan.

How the needs of students are identified and reviewed

The Class Teacher identifies targets for each student. These targets are based on the Class Teacher's knowledge of the student and records of each student's previous work, and reflect the Outcomes in their Education, Health & Care Plan (EHCP). Targets are designed to be achievable by the student within the specified period. The targets are reviewed at the appropriate time.

Person-centred Annual Reviews of each student's EHCP take place, involving the Class Teacher, parents/carers, other professionals and the student, where appropriate. The broad needs of students are identified and recorded during the Annual Review process and inform the setting of targets.

Parents/carers are also welcome to discuss their child's needs with academy staff at any time during the term on an informal basis through the Home/School Diary or by telephone.

Arrangements for providing access by students to a balanced and broadly based curriculum, including the National Curriculum

It is the academy's stated aim that all students aged between 11 and 19 should access a curriculum which is relevant and aspirational, based on the requirements of the National Curriculum where appropriate. This provides a major part of all students' curriculum, but the whole academy curriculum includes a wider emphasis on independent living skills, careers and work-related learning, personal and social development and therapeutic input, including Physiotherapy, Occupational Therapy, and Speech and Language input when required. The balance between these elements of the curriculum will vary for student to student.

Students in the Residential Unit have access to a waking day curriculum with targets negotiated and based on individual needs. These targets relate to the Outcomes on the EHCP and are the result of close liaison between academy Teachers and Residential Key Workers.

Responsibility for the management and development of the curriculum is held by the Assistant Headteacher, whilst individual members of the teaching staff look after subject areas. It is part of the subject leaders' roles to ensure that their subjects are accessible to all students. Subject leaders will, therefore, develop a knowledge of a wider range of examples of activity, starting at an earlier developmental level than is identified in the core National Curriculum documents.

How the Academy Council evaluates the success of the education which is provided at the academy to students

The Academy Council evaluate and advise on issues relating to the academy's curriculum, its implementation and appropriateness to the students. In addition, they analyse the progress students are making in conjunction with academy staff.

Arrangements are made by the Academy Council relating to the treatment of complaints from parents/carers of students concerning the provision made at the academy. This includes, in the first instance, the expectation that parents/carers would express their concern to class staff or the Head of Department. More serious concerns would be reported to the Headteacher. Unresolved complaints about provision would be reported to the Academy Council. The Headteacher may wish to involve or take advice from the Shaw Education Trust over any such complaint.

Child protection issues must be dealt with as outlined in the Derby and Derbyshire Safeguarding Children Partnership Child Protection Procedures.

Information about the academy's staffing policies and partnerships with bodies beyond the academy: Any arrangements made by the Academy Council relating to in-service training for staff in relation to Special Education Needs

The Academy Council considers in-service training to play a most important role in the development of the academy. The Leadership Team is responsible for co-ordinating this area.

Specific arrangements and guidance for the management of in-service training is given in the School Improvement Plan.

The use made of Teachers and facilities from outside the academy, including links with support services for Special Educational Needs

St Andrew's Academy has regular contact with the following Teachers, facilities and Support Services from outside the academy:

- Expert Teachers and Leaders from Shaw Education Trust support the work of the academy.
- The academy's Psychology Service.
- Advisory Teachers for students with Visual or Hearing Impairments.
- Speech and Language Therapy.
- Physiotherapy.
- Occupational Therapy.
- Careers Education.
- Complex Behaviour Support Team.