Unsworth Academy
SEN Policy

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RATIONALE

Everyone at Unsworth Academy is committed to providing the conditions and opportunities to enable any learner with Special Educational Needs and/or disabilities (SEND) to be included fully in all aspects of school life. It is our ethos that all members of the school community are respected and seen to have potential for improvement. Through effective teaching and learning, supporting and encouraging, together we can enable the fulfilment of that potential. We aim for success for all.

At Unsworth Academy we ensure that '***every teacher is a teacher of every learner, including Special Educational Needs***' in line with the *Code of Practice (2015)*. All teachers do not need to become specialist teachers, but they do need to take responsibility for all the learners in their classes. The process of change to the new system (***SEND 0-25, Code of Practice, January 2015***) will not be a revolution; it will be the evolution of existing good practice.

The code defines Special Educational Needs (SEND) as follows: -
'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. 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'

AIM

Our aim is to raise the aspirations of and expectations for all learners with SEND by ensuring that:

- We respond to individual diverse learning needs.
- We overcome potential barriers to learning.
- Aspirations for our young people are raised through an increased focus on life outcomes, including employment.
- All learners have access to a broad and balanced curriculum.

- All learners are treated equally and are given equal opportunities to achieve their full potential, providing a focus on outcomes to be achieved, rather than simply units of provision.
- We provide practical support.
- A secure environment is in place in which all learners can develop self-confidence, self-esteem and a positive self-image.
- Learners are involved, appropriate to age and ability, in the implementation, monitoring and review of any provision made for SEND.
- There is a clear focus at every level and every stage on a person-centred approach and the involvement of families and young people.
- Staff have the knowledge, understanding and skills to provide the right support for our young people who have SEN or are disabled.
- Parents and carers feel part of their children's education and development.

OBJECTIVES

- To identify and provide for learners who have Special Educational Needs and other needs, working to the guidelines set out in the *Code of Practice (2015).*
- To operate a 'whole school' approach to the management of Special Educational Needs.
- Identify those learners who have SEND as soon as possible and ensure support is routinely put in place quickly.
- Provide intervention at a suitable level when a learner is identified as having SEND.
- Use a variety of teaching styles and cater for different learning styles to allow learners with SEND to access the curriculum, including the National Curriculum.
- Use resources effectively to support learners with SEND.
- Assess and keep records of the progress of learners with SEND.
- Work with outside agencies who provide specialist support and teaching for learners with SEND.
- Inform and involve the parents of learners with SEND so that we can work together to support their children.
- Encourage active involvement by the learners themselves in meeting their needs.
- Provide ongoing training for all staff working with learners with SEND.
- To ensure good communication in school around SEND, via the SEND advocates in departments and attendance at calendared SEND Link meetings.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

SEND provision is coordinated by the Head of Learning Support/SENCo, who maintains an up-to-date record of learners with identified needs. The SENCo and SEND staff work closely with colleagues in external agencies as members of the 'team around the child' to ensure effective and coherent planning.

Approximately one in five children will have SEND at some time during their school career. Children with SEND will have learning needs or physical disabilities which make it harder for them to learn than most of their peers. For this reason, they may need extra help. For example, with their learning, with understanding of information, with remembering information, managing behaviour or organising themselves etc. This extra provision is put in place to support children to be able to access the curriculum and to make progress.

The graduated approach to SEND, as detailed in the SEND Code of Practice and the SEND Toolkit, underpins our approach.
There are 4 areas of need where learners may have difficulties:

- **Cognition and Learning**
- **Communication and Interaction**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical**

Where a learner is not progressing at a similar rate to that of their peers, or fails to match their previous rate of progress, despite quality first teaching, it may be that the learner has SEND.

There can be many issues which can impact on progress and attainment, such as attendance and punctuality, disability, health and welfare, including Looked After Children and those in receipt of Learner Premium Grant, attendance at several different schools, difficulties where English is not the first language, or worries which distract the child from learning. We understand that children who experience barriers to learning are vulnerable. However, this does not mean that all vulnerable learners have SEND. Only those identified as having a learning difficulty which requires special educational provision, in one or more of the areas of need described above, will be identified as having SEND.

Where any learner is not making adequate progress in learning, targeted group interventions will be implemented using a graduated approach tailored to the level of need by subject specialists and pastoral staff. When it is judged to be appropriate and the learner begins to make good progress, extra support will gradually be withdrawn, and the outcomes monitored.

Adequate progress is defined in the SEND Code of Practice as progress which:

- closes the attainment gap between the learner and his/her peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the learner's previous rate of progress
- ensures access to the full curriculum
- demonstrates improvement in self-help, social or personal skills
- is likely to lead to appropriate accreditation
- is likely to lead to participation in further education, training and/or employment

If progress still does not improve, despite these interventions, the learner will then be placed on the SEND list.

Parents will be informed where the learner is in need of SEN Support and meetings, which may include telephone consultations, will be held to discuss and review provision and progress towards the set outcomes. Where a learner has a Statement of SEND or an Education, Health & Care Plan, a Local Authority Annual Review/Person Centred Review will be carried out.

Where a learner is identified as having SEND, the school will provide support that is **additional to**, or **different from,** the differentiated approaches and learning arrangements provided within high quality teaching, in accordance with the ***SEND 0- 25 Code of Practice (2015) para. 1.24.***

The code states that: -
'The support and intervention provided should be selected to meet the outcomes identified for the learner, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.' ***SEND 0-25 Code of Practice (2015) para. 6.50.***

A GRADUATED APPROACH TO SEN SUPPORT

The graduated approach is defined by the code as: - "A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.'

The code also states that: -
'All teachers are responsible and accountable for the progress and development of the learners in their class, including where learners access support from teaching assistants or specialist staff.' ***SEND 0-25 Code of Practice (2015) para. 6.36***

In providing support that is **additional to** or **different from** the universal offer, the following 4 stage process will be used:

Assess, Plan, Do and Review

This involves:

Assess – Taking into consideration all information gathered about the learner, assessments of attainment and progress, Subject Teacher input, SENCo advice, discussions with parents/carers, advice from previous schools/settings and/or advisory services.

Plan – Identifying the barriers to learning, establishing intended outcomes for the learner and detailing the specific additional support to be provided to enable the learner to make greater progress.

Do – Implementing the agreed support and interventions.

Review – Measuring the impact of the support provided and considering whether changes to that support need to be made

Further individual and small group interventions and support will be put in place within the school, by the Learning Support Faculty, with advice and support from the SENCo. A SEND Provision Map will record this support and progress towards specific outcomes. Where the learner still fails to demonstrate progress, a referral will be made to the relevant specialist service. Parent/carer and learner views will be included.

When it is judged to be appropriate and the learner begins to make good progress, individual support may gradually be withdrawn, and the outcomes monitored.

The school will continue to work with the Local Authority and specialists to ascertain the nature of the difficulties and provision needs, whilst monitoring and evaluating the impact of support or interventions on the learner's progress and learning. When it is judged to be appropriate and the learner begins to make good progress, specialist support will gradually be withdrawn and the outcomes monitored. As soon as the additional costs required to provide the appropriate provision and support needed are greater than £6,000 in one three term period, an application will be made to the Local Authority for High Needs Block Funding.

There are four strands to our support strategy: -

- Assessment, planning and review
- Grouping for teaching purposes
- Additional human resources
- Curriculum and teaching methods

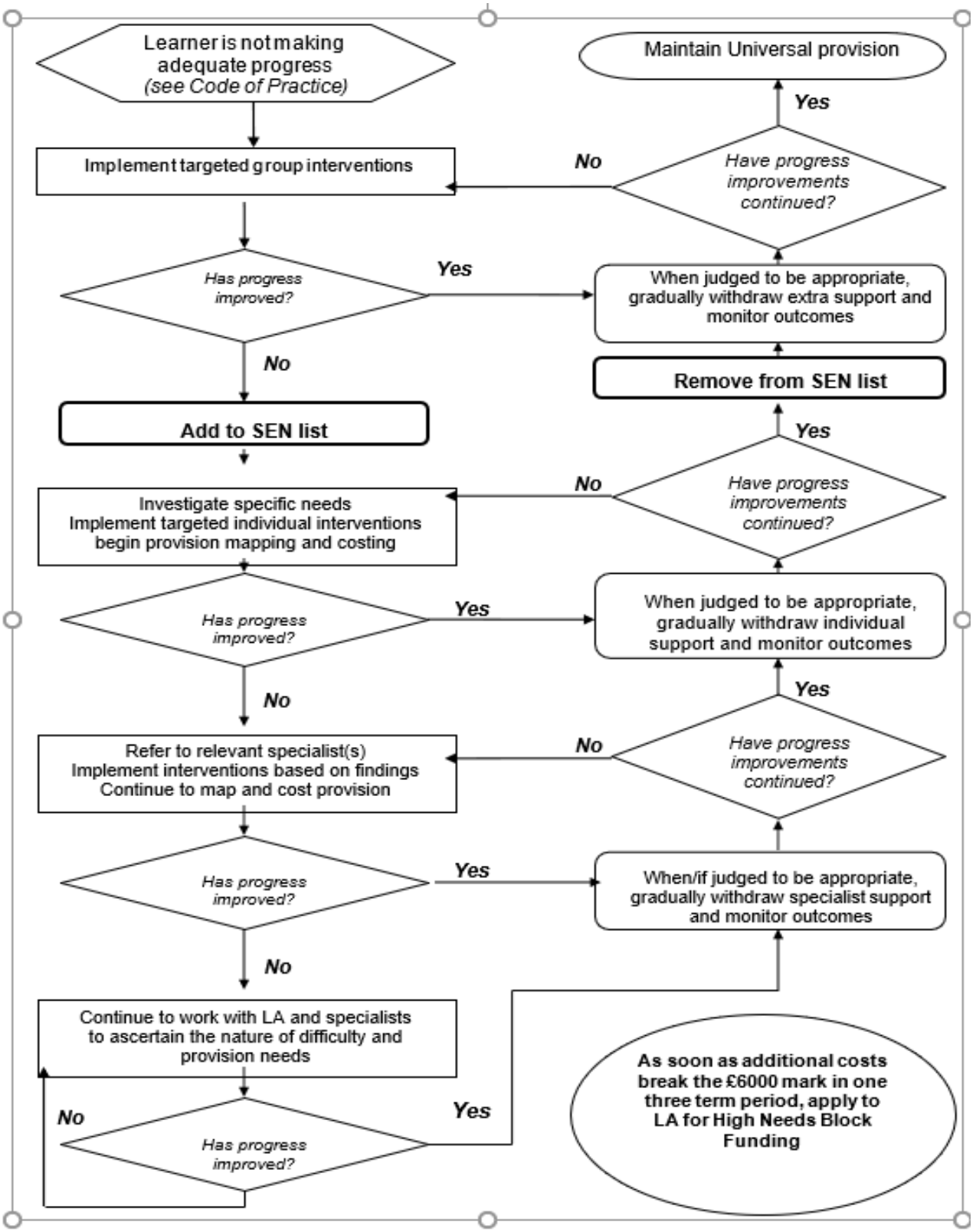
There are eight main strands to our intervention strategy: -

- In-class support - to enable access to the full curriculum. Learners will be supported, as appropriate, in all subject areas. Half termly plans should be submitted to Learning Support as per the school calendar. Teachers must ensure that they have regular liaison with support staff regarding in-class support. Teachers are responsible for the effective deployment of support staff in the lesson.
- Withdrawal - usually limited to no more than 15% of the week, except if specified differently in a statement of SEN, to enable the teaching of specific skills. For those learners with identified literacy and/or numeracy needs small group or individual withdrawal is provided. The amount of support and other resources are allocated according to the level of need identified through assessment procedures.
- Combination - a combination of both in-class support and withdrawal.
- Lexonik – A research-based reading and vocabulary intervention programmes for schools. Its flagship program, Lexonik Advance, aims to improve students' reading, spelling, and vocabulary by teaching them to decode subject-specific words quickly and efficiently.
- Lexonik Leap – Lexonic Leap is designed for students who find basic literacy challenging, especially older learners. The programme addresses phonics gaps with age-appropriate resources, ensuring students of all ages can build foundational literacy skills quickly and confidently.
- Assistance - with mobility, dexterity, hearing, seeing or handling materials.
- Mentoring - including access to external agencies such as Bury Secondary Inclusion Team, Early Break, Counselling Direct, Healthy Young Minds, Early Intervention Team

In addition to the provisions outlined above, **KS4** learners may access one or more of the following, coordinated and/or delivered by Learning Support staff:

- Personalised Learning Pathways which includes ASDAN Award.
- Special examination arrangements and/or concessions
- Link programmes with Bury College and other post 16 providers
- Additional mentoring a careers adviser and completion of college applications
- Dedicated time for supported study and assistance with coursework

Flowchart to show Graduated Approach to SEN



MANAGING LEARNER NEEDS ON THE SEND LIST

The SENCo will be responsible for making and keeping an up-to-date SEND list and will also be responsible for the transfer of relevant information when a learner on the list moves to another school or setting.

The school will have regard to the Special Educational Needs Code of Practice (2015) when carrying out its duties to all learners with Special Educational Needs and will ensure that parents/carers are notified of a decision by the school that SEN provision is being made for their child.

Subject Teachers are responsible and accountable for the progress and development of the learners in their classes, including where learners access support from teaching assistants or specialist staff.

Provision Maps are put in place and monitored by Learning Support staff, working alongside the SENCo and other agencies, for learners with SEND and updated on a regular basis. These are ongoing records towards specific outcomes for the learner and records of impact from interventions are included.

Meetings will be held for parents/carers with Learning Support staff to discuss and review provision and progress towards the set outcomes (these may include telephone consultations). This is additional time to Parents' Evenings held for all learners each year.

For learners with an Education Health and Care Plan /Statement of SEN, or learners where outside agencies are involved, an Individual Costed Provision Map will be put in place by the SENCo.

Learner Progress Meetings are held half termly and the progress and attainment of SEND learners is rigorously monitored and evaluated by Learning Support staff.

ADMISSION ARRANGEMENTS FOR LEARNERS WITH SEND AND SUPPORTING FAMILIES

The school follows the Local Authority's Admission Policy and children with known special needs are welcomed, where the quality of education required can be delivered.

Learners who transfer from KS2 to KS3 at Unsworth Academy will undergo assessment at the beginning of Y7 to determine needs (those learners previously identified by the primary schools will be included on the SEND list nevertheless they will take part in the whole year screening tests). A reassessment will take place across Y7 in the summer term to check progress and identify any issues. Transfers at other stages can be assessed on entry if considered necessary or may be automatically included in our list if already designated as having SEND by their previous school. Appropriate interventions to accelerate progress and meet needs will be established.

SUPPORTING LEARNERS WITH MEDICAL CONDITIONS

The school recognises that learners at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some learners with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some learners may also have special educational needs and may have a statement of SEN, or an Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

The Academy Council is responsible for reviewing how the school could be made more accessible for the disabled and this is set out within the School Accessibility Plan. As the school does not have the facility of an elevator, unfortunately it is not accessible to learners with mobility difficulties/wheelchair users presently.

IDENTIFYING THE NEEDS OF LEARNERS WITH EAL

'Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Schools should look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability.
Difficulties related solely to limitations in English as an additional language are not SEN.' ***SEND 0-25 Code of Practice (2015) para. 6.24.***

Subject departments should have arrangements in place to facilitate the integration of learners with EAL. The CGOLS file contains a section on meeting the needs of EAL learners and provides strategic ideas for the classroom, teaching and planning. The majority of EAL learners do not have SEND.

ROLES, RESPONSIBILITIES AND RESOURCES

Role of the Academy Council

Mr Anton Slawycz is the Academy Councillor with responsibility for SEND and will meet with the SENCo in order to be well-informed about the school's work in relation to SEN. The Academy Council, in co- operation with the Principal/SENCo will take overall responsibility for developing and implementing the school's SEND Policy.

The Academy Council will:

- Have regard to the provision of the 2015 Code of Practice.
- Monitor that the necessary provision is made for any learner who has SEND.
- Monitor, through the Principal/SENCo/SEN Governor, the implementation of the school's SEND Policy.
- Review the Special Educational Needs Policy annually and display the Policy on the school website.

Role of the SENCO

The code states that: -
*'The SENCO **must** be a qualified teacher working at the school. A newly appointed SENCO **must** be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they **must** achieve a National Award in Special Educational Needs Co- ordination within three years of appointment.'*
SEND 0-25 Code of Practice (2015) para 6.85

and that

'The SENCO has an important role to play with the Principal and Academy Council, in determining the strategic development of SEN policy and provision in the school.
SEND 0-25 Code of Practice (2015) para 6.91

The SENCO is responsible for the day to day operation of the school's SEND policy, and coordinating the provision for learners with SEND by: -

- Monitoring SEND through each Key Stage and liaising regularly with all staff.
- Advising on the deployment of the school's delegated budget and other resources to meet learners' needs effectively.
- Chairing SEND link meetings to facilitate communication about SEND across the school.
- Completing regular audits of children with SEND.
- Keeping and updating SEND files.
- Ensuring that all staff are aware of objectives, strategies and guidelines of the policy, are aware of the procedure for identifying, assessing and making provision for learners with SEND and carry out their responsibilities for the day to day teaching of SEND learners.
- Contributing to the training and development of ITT students, NQTs and RQTs with respect to SEND.
- Making appropriate provision for learners with identified SEND and timetabling effective interventions.
- Line managing and deploying a team of specialist teachers, HLTAs and SSAs to meet identified needs.
- Advising and supporting colleagues on matters relating to SEND.
- Being involved and contributing to the regular reviews of learners with SEND.
- Liaising with the relevant Designated Teacher where a looked after learner has SEND

The code states that: -
*'All maintained schools and academies and free schools **must** appoint a Designated Teacher for looked after children. Where that role is carried out by a person other than the SEN Co-ordinator (SENCo), Designated Teachers should work closely with the SENCo to ensure that the implications of a child being both looked after and having SEN are fully understood by relevant school staff.'*
SEND 0- 25 Code of Practice (2015) para. 10.3

and
*'This will ensure that the child's EHC plan works in harmony with his/her Care Plan and adds to, but does not duplicate, information about how education, health and care needs will be met. 'SEND **0- 25 Code of Practice (2015) para. 10.7.***

- Timetabling and facilitating person centred reviews of all learners with statements of SEN/EHC plans.
- Liaising with educational, medical, welfare and other support agencies.
- Hearing the voice of the SEND learner.
- Completing applications for SEN Support Plus funding and/or EHC plans as appropriate.
- Liaising with parents and carers.
- Providing CPD opportunities for support and teaching staff.

Role of the Principal

The Principal has responsibility for the daily management of all aspects of the school's work, including provision for SEND learners. The Principal liaises between the Academy Council and the SENCo. The Principal is responsible for managing the Learner Premium Grant and Looked After Children Funding.

Role of the Support Services

The Additional Needs team, Educational Psychology Service, Sensory Support team, Speech and Language Therapy Service, Social Care, Healthy Young Minds, CLAS, Connexions, Specialist Nurse Practitioners, Bury Secondary Inclusion Team and other external agencies visit the school regularly to assess, monitor or work with individual learners, and to advise/work in partnership with the SENCo and Learning Support staff (subject teachers and pastoral staff where appropriate).
We work in partnership with the school nurse to support learners where necessary.

TRAINING AND RESOURCES FUNDING

The first £6,000 of additional funding for SEND learners (above and beyond the average educational funding per child of £3750 (K.S.3) and
£4500 (K.S.4)) should be met by the school from the dedicated schools grant. Where the value of a learner's additional needs are greater than
£6,000, then the learner is classified as having "High Needs" and an application for funding from the High Needs Block will be made to the Local Authority, following the procedure set out in the High Needs Funding Documents.

TRAINING

A programme of ongoing training is available through the Learning Collaborative and in-house expertise, to ensure our staff have the appropriate skills and knowledge to support learners with SEND. Specific training for different types of SEND will be prioritised according to the needs of the learners at any given time. The Governor with responsibility for SEND will also undertake relevant training. The SENCo will work collaboratively as part of the SENCo Network Group to develop provision and share good practice with other schools.

EQUAL OPPORTUNITIES

Unsworth Academy aims to be an inclusive school and actively seeks to remove the barriers to learning and participation that can hinder or exclude individual learners or groups of learners.
All learners with or without Special Educational Needs receive equality of entitlement to all activities, whether curricular or extra-curricular. Wherever necessary, special provision is made in the way of adult support or supervision, adaptation of existing equipment or purchase of specific equipment.

PARENTS/CARERS OF CHILDREN WITH SEND

Parents/ carers will be informed where their child is in need of SEND Support and meetings will be held to discuss and review provision and progress towards the set outcomes. Wherever possible, learners with SEND are involved in meetings arranged with parents/carers to discuss and set desired outcomes and to review progress made towards these. During these meetings, they will be invited to contribute to give their own opinions about provision and their own learning experiences.
Where a learner

has a Statement of SEN or an Education, Health & Care Plan, a Local Authority Annual Review/ Person Centred Review will be carried out.

Partnership with parents/carers plays a key role in enabling learners with SEND to achieve their potential. The school recognises that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a learner's needs and the best ways of supporting them. All parents/carers of learners with Special Educational Needs will be treated as partners and supported to play an active and valued role in their children's education.

Information for parents/carers relating to the Local Authority and school's provision for SEND is available through the Local Offer and SEN Information Report published on the school website. This gives details of links with other agencies who offer support to the family and the child. The SEND Policy is also published on the school website. A hard copy of the school SEND policy is always available from the School Office.

TRANSITION

Arrangements are made to collect all relevant information and records for new entrants through visits to primary schools for Year 6 learners. Where a learner enters Unsworth Academy after this point, reference to records from a previous school will be accessed.

The SENCo and pastoral team will visit primary schools to liaise with Y6 teachers and SENCos in the first half of the summer term. The SENCo will attend Y5/Y6 reviews for learners with statements of SEN/EHC Plans if Unsworth Academy is identified as the named school or parents/carers request this. This process facilitates the first meetings with parents/carers and the establishing of positive relationships. We aim to access as much relevant information as possible, prior to transition, to inform planning of provision.

Transition meetings are held between the Class Teachers, Teaching Assistants and the SENCo in the latter half of the Summer Term to ensure a clear, consistent approach to learning and continuous provision. All learners for whom it is deemed appropriate will be offered an extended transition period to familiarise the learners with the new environment and key support staff. Bury Secondary Inclusion Team and the Additional Needs team support the transition of vulnerable learners as agreed with the primary school and the SENCo.

Liaison between the Principal, SENCo, Pastoral team and Bury Secondary Inclusion Team for learners entering school via the IYFAP process who are known to have SEND under SEMH is essential to ensuring that the correct provision is in place to facilitate a successful transition.

Records for learners who move to other schools are forwarded to their new school.

Transition arrangements for Y11 learners are established in collaboration with the Connexions service, the SEND team and specialist practitioners from the FE colleges. Supported visits to selected colleges are arranged through the Learning Support faculty for SEND learners as appropriate.

MONITORING

- The SENCo monitors the day-to-day implementation of this policy.
- The Academy Council publish the SEND Policy and SEND Information Report on the school website to ensure public accountability.
- OFSTED inspections include the monitoring of SEND.
- The Local Authority Reviews Education, Health and Care Plans/Statements of Special Educational Needs annually.

STORING AND MANAGING INFORMATION

In line with Records Management Procedures, all SEND information is stored securely in school. If for any reason, information remains in school, any information relating to Statements of Special Educational Needs must be kept for 30 years after the date of birth of the child, before being shredded. Advice and information given to parents regarding special educational needs must be kept for 12 years following closure before being shredded. Learners' SEND Files must be kept for 25 years after the date of birth of the child and then reviewed.

This policy should be read in conjunction with policies on:

- Teaching and Learning
- Literacy/Numeracy across the Curriculum
- Gifted and Talented
- Equality
- Curriculum and Personalised Learning
- Assessment for Learning
- Positive Behaviour for Learning

and with reference to the **SEND 0-25 Code of Practice (January 2015) and updates April 2015**, the School Development Plan and the relevant government and Ofsted documents. Staff requiring additional information or support regarding learners with SEND should contact Mrs Atkinson, Faculty Learning Co-Ordinator, Learning Support.

Shaw Education Trust

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