



MOUNTS
BAY

Special Educational Needs Policy

MOUNTS BAY ACADEMY

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Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Cornwall that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors

The SEND Local Offer for Cornwall can be found on Cornwall.gov.uk website

Mission statement

“Our curriculum is individually tailored to the needs of each individual child and is highly differentiated to ensure that all children feel safe to leave their comfort zone, enabling them to achieve more than they thought possible.”

The children of Mounts Bay Academy are the life of our academy, all decisions and developments are made with their well-being and success at the forefront of our minds. We know that children only get one childhood, and our goal is to make sure that each learning journey is a positive and rewarding one. We encourage all of our children to work to the very best of their ability and offer an extensive range of stimulating experiences to ensure that every child has access to an exciting and inspirational education.

Some children find certain aspects of their learning challenging. Our Special Educational Needs policy is designed to support these children enabling them to overcome these hurdles and achieve the highest standards. We welcome all children to our academy and will make every effort to adapt teaching and learning to support a child's educational development. We have a skilled and dedicated staff who treat everyone as an individual and celebrate all achievements.

All classes are fully inclusive, support for children is determined by individual need and circumstances. We have high expectations for all our children and young people and we aim to fully extend their academic and social development. Throughout their time at our academy, students may receive varying levels of support according to their changing needs and circumstances.

The academy is fully inclusive and able to cater for all students regardless of disability.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

The Governing body and teaching staff will strive to ensure that the necessary provision is in place for any student who has special educational needs and/or disabilities. They will ensure that, where the Principal or the appropriate governor has been informed by the LA that a student has special educational needs and/or disabilities, those needs will be made known to all who are likely to teach them, along with other colleagues as appropriate.

The staff and governors in the academy are aware of the importance of identifying and providing for those students who have special educational needs and/or disabilities.

All staff will ensure that students with special educational needs and/or disabilities join in the activities of the academy together with students who do not have special educational needs and/or disabilities, so far as is reasonably practical and compatible with the student receiving the necessary special educational provision, the efficient education of other children in the academy and the efficient use of resources. We work in accordance with the Single Equality Scheme.

- To develop and promote a view that all students have individual needs that must be identified, communicated and acted upon.
- To establish the relationship between the emerging electronic assessment database with the more detailed documentation needed for all students.
- To ensure all students' learning styles are assessed and understood by all parties to aid the move towards each individual becoming an independent learner.

Policy Statements

- All students complete CAT and LS tests on entry, supervised by the examinations manager.
- All students have an individual needs file in a filing cabinet in their Year office where essential documentation can be accessed. Confidential information must be kept separately and securely.
- Files should be arranged in alphabetical order, by tutor groups. All reports, letters home, assessment data and other personal information, including Profiles, Passports, Progress and Learning Plans, EHCP summaries, should be placed here.
- Copies are also linked electronically to the SIMs database.

Objectives

1. **Staff members seek to identify the needs of students with SEN as early as possible.**
This is most effectively done by gathering information from parents, education,

health and care services and early year's settings prior to the child's entry into the academy.

2. **Monitor the progress of all students** in order to aid the identification of students with SEN. Continuous monitoring of those students with SEN by their teachers will help to ensure that they are able to reach their full potential.
3. **Make appropriate provision to overcome all barriers to learning and ensure students with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCo and Principal and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for.
4. **Work with parents and carers** to gain a better understanding of their son/daughter, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
5. **Work with and in support of outside agencies** when the students' needs cannot be met by the academy alone. Some of these services include; Educational Psychology Service, Cornwall Autism Team, Speech and Language Therapy, Children and Adult Mental Health Service (CAMHS), Behaviour Support Service, Sensory Support Service.
6. **Create a academy environment where students can contribute to their own learning.** This means encouraging relationships with adults in academy where students feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all students at regular intervals. Pupil participation is encouraged through academy by wider opportunities such as academy council, residential visits, academy plays and sports teams.

2. Responsibility for the coordination of SEN provision

The persons responsible for overseeing the provision for children with SEND are **Nigel Walker (SEN Link Governor)** and **Les Hall (Principal)**.

The persons co-ordinating the day to day provision of education for students with SEND are **Julie Payne (SENCo)** and **Claire Drew (Inclusion Manager)**.

The SENCO is responsible for maintaining a Special Needs Register in accordance with the Code of Practice. All students with Special Needs are placed on the Mounts Bay Academy Special Needs Register and given an appropriate number, which indicates at which Code of Practice stage they are. This information is available on the database.

3. Arrangements for coordinating SEN provision

The SENCO will hold details of all SEN records for individual students.

All staff can access:

- The SEN Policy
- A copy of the full SEN Register
- Guidance on identification of SEN in the Code of Practice.
- Information on individual students' special educational needs, Learning Plans and their passports.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through the Cornwall SEND Local Offer
- Regular plan, do, review meetings are held and regular updates shared on individual students needs and provision.

In this way, every staff member will have complete and up-to-date information about all students with special needs and their requirements which will enable them to provide for the individual needs of all students.

This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the academy's SEN provision.

4. Admission arrangements

All the teachers in our academy are teachers of children with SEN. As such, Mounts Bay Academy adopts a 'whole academy approach' to SEN which involves all the staff adhering to a model of good practice. Staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment.

The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Please refer to the academy prospectus for further information regarding admissions.

The academy has an Accessibility Plan to increase access to education for children with disabilities.

5. Specialist SEN provision

We are committed to whole academy inclusion. In our academy we support children with a range of special educational needs. We will seek specialist SEN support and training from SEN services where necessary.

The academy has the support of an on-site Autism Champion, who is able to meet with families and offer support and guidance. They also meet with students who regularly to check in and provide personalised support for the individuals.

We have a Dyslexia Advisor which can complete a screening to see the at-risk quotation of Dyslexia. From this, support will be personalised for the individual needs

using a range of techniques and advice. We also are using the IDL intervention programme for further support.

The Academy has specialist provision in two key areas:

Firstly, through the use of iCollege T – which is a specialist therapy area that students can access depending on their needs. The room is always staffed with a specialist teacher in various subjects to provide a broad and balanced curriculum for students to access if their need is too complex to access mainstream lessons.

Secondly, through the use of iCollege R – which is a re-integration area for students that are unable to manage their behaviour in mainstream lessons. They benefit from 1:1 or small group teaching and additional social, emotional support. The room is always staffed with a specialist teacher in various subjects to provide a broad and balanced curriculum for students to access.

In these key areas students have access to specialist external support from various agencies. We also have in house support from the Family Support Worker who is able to meet with family and students to ensure they have access to the appropriate support available. We also have use of a therapy dog to promote a positive social, emotional wellbeing.

6. Facilities for students with SEN

The academy complies with all relevant accessibility requirements, please see the Academy's Accessibility Plan for more details.

7. Allocation of resources for students with SEN

All students with SEND will have access to Element 1 and 2 of the Academy's budget which equates to £6,000. Some students with SEND may access additional funding. For those with the most complex needs, additional funding (High level needs HLN) is retained by the local authority. The academy SENCO can refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

It would then be the responsibility of the SENCO, senior leadership team and governors to agree how the allocation of resources is used.

8. Identification of students needs

Identification

At Mounts Bay Academy, we believe that all children and young people are entitled to an education that enables them to make progress so that they achieve their best and become confident individuals living fulfilling lives. (*SEN CoP 2014, p81, 6.1*)

Students are monitored closely; teachers will regularly discuss any concerns they may have with parents. Children's results are also closely tracked every quadmester and meetings are held in order to identify students making less than expected progress given their age and individual circumstances.

This can be characterised by progress which;

- Is significantly slower than that of their peers starting from the same baseline,
- Fails to match or better the child's previous rate of progress,
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap. (*SEN CoP 2014, p84, 6.17*)

We realise the benefits of early identification and how making effective provision improves long-term outcomes for our children. High quality teaching available throughout the academy ensures that the majority of students' needs are met without additional support.

Where a pupil is identified as having SEN, the academy takes every action to remove barriers to learning and put effective special educational provision in place. The SEN support provided follows a four-part graduated approach, through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the students' needs.

*See definition of Special Educational Needs at start of policy.

A graduated approach:

Quality First Teaching

- a) Any students which are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a student has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The student's class teacher(s) will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a student has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the academy.
- h) The child's/student's recorded by the academy as being under observation or ALERT due to concern by parent or teacher but this does not automatically place the child on the academy's SEN register. Any concerns will be discussed

with parents informally or invited for further formal discussion with the SENCo and/ or class teacher KS3/4 Pastoral Lead (Secondary)

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register.

Alert

A student is giving cause for concern in one or two subjects and is presenting with having some drawbacks and is being monitored generally will have a Profile to inform staff of those concerns.

K 1

A student is giving general cause for concern and is issued with a Profile and a Passport which indicates particular areas of weakness/concern and the targets set by SEN staff/students/parents.

K2

Student is in need of extra help from outside agencies i.e. Educational Psychologist, Advisory Teacher for Hearing Impaired, Speech Therapist, EWO, etc. Also have a Profile and a Passport.

EHCP

The students with an EHCP are receiving funded support and have individual Progress and Learning Plans for every subject.

All teaching staff, head of years and tutors will receive copies of the PLPs and will be expected to be aware of all students in their groups with special needs and provide differentiated approaches and activities.

A Learning Support Mentor is allocated to each Year group to help set up the filing system and ensure that all PLP's are written and communicated to staff and parents. This will be completed under the guidance of the SENCO and the Student Services team.

Year 6 EHCPS and Passports are the responsibility of the Primary Liaison team.

All students with health-related Plans are co-ordinated by the SENCO and Mounts Bay Academy's Safety Officer. This work is covered by the 'Administration of Medicines in Schools' policy.

The aim of formally identifying a pupil with SEN is to help the academy ensure that effective provision is put in place and remove barriers to learning. The support provided consists of a four – part process:

Assess > Plan > Do > Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the student's needs using the class teacher's assessment and experience of working with the student, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The student's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the academy's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. These discussions will take place, once per term (Primary) or Quadmester (Secondary), during Progress Reviews held around the same time as Parents Evenings or at the same time as reports are issued. Strategies and targets will be recorded within Learning Plans.

All those working with the pupil, including support staff, will have access to Learning Plans and Pupil Passports.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions. Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the student and where necessary their parents. The class teacher/tutor, in conjunction with the SENCO, will revise the support and outcomes based on the

student's progress and development making any necessary amendments going forward, in consultation with parents and the student.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the academy but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the Cornwall and Isles of Scilly Family Information Service <http://www.cornwallfisdirectory.org.uk/kb5/cornwall/fsd/site.page?id=jzitUdWEmSg> or by speaking to the Cornwall and Isles of Scilly Family Information Service on: 01872 323 535.

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Cornwall Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The academy and the child's parents will be involved in developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the student. The annual review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Students with SEN will be given access to the curriculum through the specialist SEN provision provided by the academy as is necessary, considering the wishes of their parents and the needs of the individual.

Every effort will be made to educate students with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

In-class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. Curriculum tasks and activities may be broken down into a series of small and achievable steps for students who have marked learning difficulties. We set appropriate individual targets that motivate students to do their best, and celebrate achievements at all levels.

Regular training and learning opportunities for staff on the subject of SEN are provided both in academy and by external providers as appropriate. Staff members are kept up to date with teaching methods which will aid the progress of all students including those with SEN.

10. Inclusion of students with SEN

The Principal and SENCO oversee the Academy's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the academy.

The academy curriculum is regularly reviewed to ensure that it promotes the inclusion of all students. This includes learning outside the classroom.

The academy will seek advice, as appropriate, around individual students, from external support services. Advice will be sought from the Educational Psychology Team and Cornwall Autism Team as appropriate for children who have behavioural concerns.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the academy encourages feedback from staff, parents and students throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

SEN provision and interventions are recorded on an individual Learning Plan. These are updated by the class teacher and SENCO. These interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

12. Complaints procedure

Parents who believe their child's needs are not being met within the Academy are asked to meet with the Principal to talk through their concerns in the first instance. Where concerns persist parents are asked to write to the Chair of Governors of the Local Academy Committee.

13. In-service training (CPD)

We aim to keep all academy staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEN.

The SENCO attends relevant SEN courses and facilitates/signposts relevant SEN focused external training opportunities for all staff.

The SENCO, with the senior leadership team, ensures that training opportunities are matched to academy development priorities and those identified through the use of provision management (see Section 11).

14. Links to support services

The Academy continues to build strong working relationships and links with external support services in order to fully support our SEN students and aid academy inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our academy. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

15. Working in partnerships with parents

Mounts Bay Academy believes that a close working relationship with parents is vital in order to ensure;

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) continuing social and academic progress of children and young people with SEN
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs. The SENCO may also signpost parents of students with SEN to the local authority Family Information Service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a student has additional learning needs the parents and the student will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. Reports from external professionals and agencies are used to inform Pupil Passports and the strategies outlined in Learning Plans.

16. Links with other schools

The SENCO liaises with class teachers, subject teachers and pastoral leaders as students move through the academy to ensure they know children's individual needs and what provision they require.

We will also ensure that young people's needs are shared with other schools and colleges when families move and/or when students transition to Key Stage 5.

As we are now part of a MAT, where possible, we will be joining trips, integrating and including all students. Links can be made between the parents of children with SEN from all the MAT schools to develop support between families and students. This will enable connections and friendships that can continue and flourish over the years.

17. Links with other agencies and voluntary organisations

Mounts Bay Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO is the designated person responsible for liaising with the following:

- Clinical Associate Psychologist
- Education Psychology Service
- County Autism Team
- Occupational Therapy
- Physiotherapy
- Community Paediatricians
- Dietician
- School nurse
- Specialist Epilepsy nurse
- Child and Adolescent Mental Health Service (CAMHS)
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Alternative augmentative communication Team
- Hearing Support Team
- Service for the Visually Impaired
- Sensory Support Services
- Family Information Service
- Family Support

- Physical and Medical Needs Advisor
- Specialist Outreach Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

For further information about the SEN provision at Mounts Bay Academy please do not hesitate to contact the academy SENDCo jpayne@mountsbay.org or Inclusion Manager cdrew@mountsbay.org