



SEN Information Report (Secondary)

PURPOSE

All schools **must** have a published SEN Information Report as set out in section 6.79 of the SEND Code of Practice 0 – 25 (2014). This Report sets out the details of provision at Ark Evelyn Grace Academy.

Date of last review:	September 2022	Author:	Education Directors
Date of next review:	September 2023	Owner:	Education Directors
Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	Approval:	Management Team
School:	Ark Evelyn Grace Academy	Key Contact Name:	Governance Team
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POSITIONING WITHIN ARK OPERATIONAL MODEL

Component	Element
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input type="checkbox"/> Teaching & Learning <input checked="" type="checkbox"/> Curriculum & Assessment <input type="checkbox"/> Culture, Ethos & Wellbeing <input type="checkbox"/> Pathways & Enrichment <input type="checkbox"/> Parents & Community <input type="checkbox"/> Finance, IT & Estates <input type="checkbox"/> Our People	Inclusion Model

1. Who are the best people to talk to at Ark Evelyn Grace Academy about my child's difficulties with learning, special educational needs or disability?

- Talk to your child's form teacher if you have any concerns about your child's learning
- It is likely that the form teacher will have discussed your concerns with Mr Bhaskhar Mitra, the academy SENCo
- You may wish to arrange a meeting with the SENCo, Mr Bhaskhar Mitra. Their contact details are:
Bhaskar.mitra@evelyngraceacademy.org
0207 737 9520
- If you continue to have concerns, arrange to discuss these with Mr Tim Dainty, the Academy Principal
- As a last resort, you may wish to speak to the Link SEND Governor, Ms Maureen Sheridan

2. What are the kinds of special educational needs for which x academy makes provision?

- At Ark Evelyn Grace Academy we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs or an Education, Health and Care Plan. This includes dyslexia, dyspraxia, language and communication needs, autism, Asperger's syndrome, moderate learning difficulties and social, emotional or mental health difficulties.
- There are other kinds of special educational needs which do not occur as frequently and with which the academy is less familiar, but we can access training and advice so that these kinds of needs can be met.
- The academy also currently meets the needs of students with a statement of special educational needs or an Education, Health and Care Plan with the following kinds of special educational need:
 - Language and communication needs
 - Cognition and Learning needs
 - Social, emotional and mental health needs
 - Physical and Sensory needs

3. How does the academy identify and assess the needs of students with special educational needs?

- At Ark Evelyn Grace Academy we monitor the progress of all students six times a year to review their academic progress.
- Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the student to catch up.
- Some students may continue to make inadequate progress, despite high-quality support targeted at their areas of weakness. For these students, in consultation with parents, we will use a range of targeted assessment tools to better understand these students' learning needs. This will enable us to understand what additional, targeted resources and approaches are required to enable the student to make accelerated progress.
- When, in spite of targeted support, students continue to make slow or no progress, in consultation with parents we will seek advice from professionals outside of the academy. Such

professionals will undertake an assessment and report on any detected learning difficulties, as well as advise the academy on best strategies and / or interventions to allow the student to make progress. At this point we will have identified that the student has a special educational need.

- In exceptional circumstances, where students fail to respond to all of the above, a request will be made to the Local Authority to undertake a statutory assessment of the student's needs and consider issuing an Education, Health and Care Plan.
- Throughout the above process, we will ensure that all teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches to be used.

4. How will the academy let me know if they have any concerns about my child's learning, special educational needs or disability?

- Your child's form teacher may talk to you about any issues at a parent/teacher consultation meeting.
- For more serious concerns the academy SENCo may contact you to arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the academy might be considering.

5. How will the academy consider my views and those of my child with regard to her/his difficulties with learning, special educational needs or disability?

- All parents are invited to discuss the progress of their children on (y) occasions a year, and receive a written report (z) times per year. In addition we are happy to arrange meetings outside of these times.
- As part of our normal teaching arrangements, many students will access some additional teaching to help them catch up if the progress monitoring indicates that this is necessary; this is not to imply that the student has a special educational need. All such provision will be recorded, tracked and reviewed on a provision map, and information will be shared with parents during parent/teacher consultation events.
- If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to understand and address these needs more accurately. The point of contact for these meetings will normally be the Academy SENCo.
- If your child has an identified special educational need you will be invited to a termly meeting with the form teacher or SENCo to discuss current progress, support strategies being used and expected outcomes.
- In addition to this, parents of students with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend the annual review, which, wherever possible will also include other agencies involved with the students. Parents will be actively supported to contribute to assessment, planning and review.
- Students who have been identified as having special educational needs will be consulted about and involved in the arrangements made for them as part of person-centred planning.

6a. What is the academy's approach to teaching students with special educational needs?

- High quality teaching is on offer to all students, regardless of their learning needs. This means that teachers take into account the learning needs of all students and differentiate lessons to match the learning needs of their students. We believe that additional intervention and support cannot compensate for a lack of good quality teaching, which is why we regularly and carefully review the quality of teaching for all students, including those at risk of underachievement or those who have been identified as having special educational needs.
- We offer a broad and balanced curriculum to all students, including those with special educational needs, and most if not all learning takes place in mainstream lessons.

6b. How does the academy adapt the curriculum and learning environment for students with special educational needs?

- At Ark Evelyn Grace Academy we believe that your child's learning needs will first and best be met through the high quality teaching delivered by mainstream subject teachers.
- We provide all teachers with information about the learning needs of individual students with special educational needs or disabilities, along with strategies they might use to ensure that these students can access the learning and are fully included in every lesson. Subject teachers will adapt lesson planning and teaching in accordance with this information to match your child's special educational needs and/or disability.
- Where necessary, subject teachers will break down lesson content into smaller chunks and use lots of repetition and different teaching approaches to ensure that new concepts are learnt and retained in memory.
- In a small number of cases, it might be appropriate to provide additional, small-group interventions in addition to the mainstream curriculum. These include, for example, targeted literacy programmes such as Fresh Start.
- Specialist advice is sought for students who make little or no progress in spite of differentiated and targeted work as outlined above. For students with a statement of special educational needs or Education, Health and Care Plan we follow the advice and strategies described in these documents.
- When necessary, accessibility aids and technology may be used to support your child's learning, for example we provide laptops for students who are unable to write due to physical disabilities or those with illegible handwriting.
- At Ark Evelyn Grace academy we regularly review our Accessibility Plan to ensure that all children have the fullest access to the curriculum and the academy site. (Outline academy specific accessibility strengths here)

6c. What additional support for learning is available for students with special educational needs?

- At Ark Evelyn Grace Academy we have a three-tiered approach to supporting students' learning needs.
- At **UNIVERSAL** level, we use our notional SEN funding – money we receive as part of our budget – to provide quality teaching, which may include some very minor adaptations to match learning needs (see 6b above).
- We provide **TARGETED** support when we consider it appropriate to make additional short term special educational provision to remove or reduce any obstacle to your child's learning, or to help them catch up when they have fallen behind their peers. This takes the form of a graduated four part approach of

- *Assessing* your child's needs
- *Planning* the most effective and appropriate short term intervention
- *Providing* this intervention
- *Reviewing* the impact on your child's progress towards individual learning outcomes
- Such specific, targeted one to one or small group interventions may be run outside the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.
- We provide **SPECIALIST** support when we consider it necessary to seek specialist advice and/or regular long term support from a specialist professional outside the academy in order to plan for the best possible learning outcomes for your child. This may include:
 - Educational Psychology
 - Speech and Language therapy
 - Input from specialist sensory advisory teachers for students with, for example, hearing or visual impairments
- For a full list of interventions provided at Ark Evelyn Grace Academy, please refer to our Inclusion Strategy document further down, or by clicking on the following link: [insert hyperlink to inclusion strategy here]

6d. What activities are available for students with special educational needs in addition to those available in accordance with the curriculum?

- We offer a range of clubs, trips and activities to all students at Ark Evelyn Grace Academy. [If you have a list of these, insert a link to this list here]
- Ark Evelyn Grace Academy is an inclusive academy and committed to providing equal opportunities for all students.
- When necessary the academy will make reasonable adjustments to ensure that students with SEN and/or disabilities are included in all activities.
- You should feel free to contact your child's form teacher or the Academy SENCo if you have any concerns regarding participation in clubs, trips and extra-curricular activities.

6e. How will the academy know that the support has made a difference to my child's learning and how can I and my child be included in this review process?

- Every student has their progress tracked six times per year.
- Your child's progress will be assessed both in terms of her/his regular learning within the classroom and with regard to specific intervention programmes.
- The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial to your child.
- For students with a statement of special educational needs / Education, Health and Care plan there will be an annual review of the provision made for your them, which will enable an evaluation of the effectiveness of targeted and specialist provision.
- You and your child will be kept informed and encouraged to be actively involved at all stages of this review process.

7. How does the academy secure equipment and facilities to support students with special educational needs or disabilities?

- Where external advisors recommend the use of equipment or facilities which the academy does not have, we will seek to secure it through the local authority, or purchase it using the notional SEN funding.

8. How does x Academy ensure the teaching staff are appropriately trained to support my child's special educational needs and / or disability?

- We access specialist training from a range of specialist providers including:
 - Ark Network Lead Professionals and specialist teachers
 - Specialist services provided by the local authority
 - Specialist partner organisations, such as the Drive for Literacy (DfL)
 - Independent providers commissioned by the Academy for specific training
- During this academic year, all teachers and teaching assistants have had the following awareness training:
 - Teaching students with literacy difficulties / dyslexia, provided by Candida Dearing, Ark Lead teacher for Dyslexia
 - Quality first teaching for students with SEND, provided by Eugene du Toit, Ark Network Lead for Inclusion
 - Teaching students with visual impairments, provided by Lambeth LA
 - Teaching students with hearing impairments, provided by Lambeth LA
- In addition, the teachers / learning support assistants below have received the following enhanced and specialist training:

SALT training

Additional Need Essentials Training

SLCN training

Access arrangement training

- Where a training need is identified beyond this, we will find a provider who is able to deliver it.
- The cost of training is covered by the notional SEN funding.

9. What is an EHC plan and who can request one for my child?

- An EHC Plan is a legal document that sets out the specifically assessed learning needs of a student with complex learning needs, along with outcomes to secure across education, health and social care through targeted and specialist teaching strategies and interventions.
- The Plan contains:
 - The views and aspirations of you and your child
 - A full description of her/his special educational needs, along with any health and social care needs
 - Outcomes for your child's progress
 - Provision and support required to achieve outcomes, and how education, health and social care will work together to meet your child's needs

- An EHC Plan assessment can be requested by any number of people, including:
 - You as parent or carer
 - Your child –where appropriate and aged 16 or over)
 - The Academy SENCo
 - The Academy principal
 - Health or social care professionals
- For full details of the EHC plan assessment process, see Appendix 1 below.

10. What support will there be for my child’s happiness and well-being at Ark Evelyn Grace Academy?

- We understand how important emotional well-being is for learning. An important feature of the academy is to enable all students to develop emotional resilience and social skills, both through direct teaching and indirectly with every conversation adults have with students.
- We cover aspects of emotional well-being in our Personal, Social, Health and Economic curriculum which we deliver... [Insert information about how you deliver PSHE in your Academy, e.g. through assemblies, in tutor time, etc]
- For some students with the most need for help in this area, we are also able to provide the following:
 - Time-out space for identified students to use when upset or agitated
 - Mentor time with a teaching assistant, form teacher or member of the senior leadership team
 - Access to counselling
 - An external referral to Child and Adolescent Mental Health Service (CAMHS)
- Please contact your child’s form teacher or the Academy SENCo if you have any concerns about your child’s happiness and well-being.

11. How does the Governing Body involve other bodies in meeting the needs of students with special educational needs or disabilities, and in supporting the families of these students?

- At Ark Evelyn Grace Academy we have support arrangements or service level agreements in place with the following specialist bodies:

Speech and language therapist
 Autism support worker
 School Nurse
 Councillors
 Educational Psychologist
 Access Arrangement Assessor

We are also members of:
 Brixton Learning Community
 Inclusion Quality Mark Cluster
 Ark Inclusion Network Meetings

- We work closely with the educational settings used by students before they transfer to us in order to seek the information that will make the transfer as seamless as possible. This will

include information about their identified special educational needs and/or disability and any provision we need to have in place for when they start with us.

- We offer a tiered transition programme, depending on the severity of students' needs:
 - There are open evenings and taster days for all year 6 students who are transferring to Ark Evelyn Grace Academy in year 7.
 - All year 6 students are invited to attend a summer academy during the summer break.
 - Parents of students who have special educational needs are invited to meet with the Academy SENCo at the start of the academic year.

The Academy SENCO will meet with your child's primary school in the Summer term to plan their transition and complete their personal learning plan for the coming year. Students are also invited to attend a six-week Saturday school in the Summer term.

- Students in year 9 are provided with detailed information to support their option choices for Key Stage 4.
- Students in year 11 are supported into sixth form or other further education settings by providing information to the next setting. For students with a statement of special educational needs or an Education, Health and Care Plan, this might include accompanied visits to the next setting of their choice.

13. Who can I contact if I have a complaint about the special educational needs provision made for my child?

- The normal arrangements for the treatment of complaints at Ark Evelyn Grace Academy are used for complaints about provision made for students with special educational needs. [Insert a link to the academy's complaints policy here]
- We encourage parents to discuss any concerns they might have regarding provision for their child with special educational needs and/or disability with the form teacher or Academy SENCo.
- If your concerns are not dealt with satisfactorily, you can then contact the Academy Principal, who may direct you to the academy's [Complaints Policy and Procedure](#)

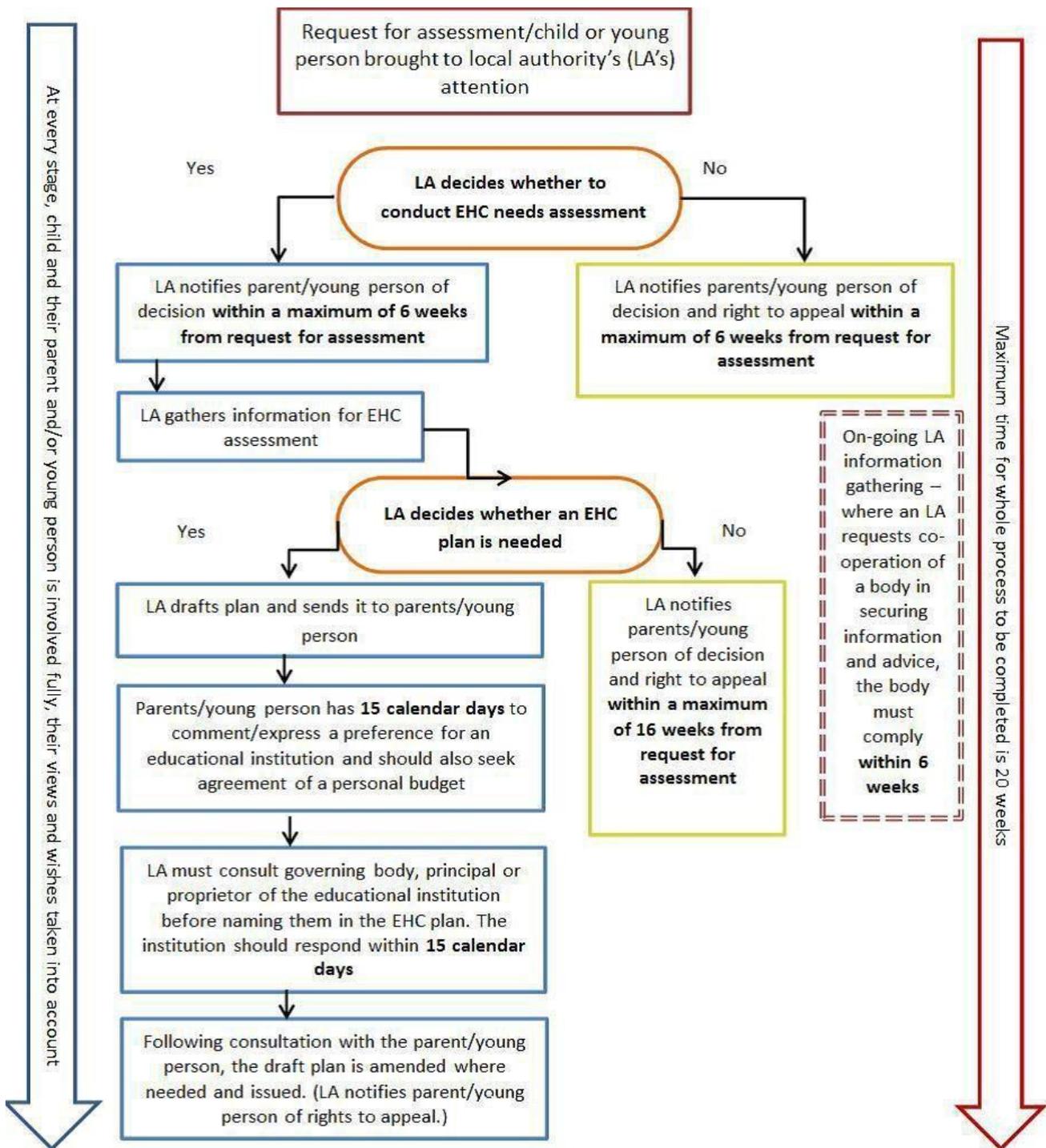
14. Who can I contact outside of the academy for impartial advice about special educational needs?

<https://www.lambeth.gov.uk/children-young-people-and-families>

15. Where can I find information about the local offer of the local authority?

The Local Authority's local offer is published on <https://lambeth.gov.uk/send-local-offer> Parents without Internet access should make an appointment with the Academy SENCo for support to gain the information they require.

Appendix 1: The EHC Plan Assessment process



Appendix 2: Ark Evelyn Grace Academy Inclusion Strategy

Special Educational Needs Policy.

Glossary of Terms

- *SEN – Special Educational Needs*
- *SENCO – Special Educational Needs Coordinator*
- *Waves of Intervention – a three tiered model of support SEN students receive.*
 - *Wave 1 – inclusive quality first teaching for all*
 - *Wave 2 – Additional in class interventions*
 - *Wave 3 – Highly personalised interventions.*
- *LEA – local authority in our case Lambeth Council.*
- *EHCP – Education, Health and Care Plan. This document replaces a child's 'Statement'. It is a collaborative document between school, health and social care. If you child has a statement already it will be reviewed and potentially changed into a statement within three years*
- *SEN graduated response – term used to describe the cycle of identification, support and evaluation put in place for SEN students.*

MISSION STATEMENT

At Evelyn Grace Academy, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

At Evelyn Grace Academy the emphasis is on a whole school approach. All staff accept responsibility for providing all children with realistic learning goals in a broad-based, appropriate curriculum. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by curriculum design and teaching approaches. The National Curriculum Council stated that participation in the National Curriculum by pupils with special educational needs is most likely to be achieved by encouraging good practice for all pupils and that the majority of pupils with learning difficulties simply require work to be suitably presented and differentiated to match their need.

We therefore intend . . .

- ❖ To have regard to the Code of Practice on the identification and assessment of special educational needs.
- ❖ To follow the guidelines laid down by the LEA.
- ❖ To work in partnership with the child, parent/carers, all staff, governors and outside agencies.
- ❖ That class teachers will use a range of differentiation to provide effective learning opportunities for all pupils.
- ❖ Where a child is identified as not making adequate progress, provision that is additional to or different from that provided as part of the school's Wave 1 support will be given. Depending on pupil progress students will receive an increased level of support based the SEN graduated response.
- ❖ To recognise the importance of early identification through a range of assessment methods.

- ❖ Where a child is identified as having special educational needs a 'Personal Learning Plan' (PLP) will be drawn up tailored to each individual child's needs.
- ❖ Enhance self-esteem by setting appropriate targets and high aspirations.
- ❖ To use a variety of complementary approaches to support the class teacher and child – differentiation, 1-1, group, whole class, within the class or withdrawal when appropriate.
- ❖ To include the child within the class, wherever and whenever practicable.
- ❖ Endeavour to use all resources appropriately and efficiently.
- ❖ Make full use of all the support agencies that have been made available through the LA.

Code of Practice

The Code of Practice offers guidance designed to help schools make provision for pupils with special educational needs following identification and assessment of Special Educational Needs.

The following pages set out the model of assessment and provision that Evelyn Grace Academy will provide in line with the new Code of Practice.

Areas of Need

Children will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs. The areas of need are:-

- ❖ communication and interaction
- ❖ cognition and learning
- ❖ emotional, social and mental development
- ❖ sensory and/or physical

Identification and Assessment

“The law says that a child has special educational needs if he or she has:

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 (Clause 20 Children and Families Bill).

This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

Post 16 Institutions often use the term learning difficulties. The term SEN is used in this Code across the 0-25 age range but has the same meaning.

Whether or not a child has SEN will therefore depend both on the individual and on local circumstances. It may be entirely consistent with the law for a child to be said to have special educational needs in one school but not in another. (Excellence for all Children, DfEE, October 1997).

Therefore the importance of early identification, assessment and provision for any child who may have special educational needs cannot be over emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily can intervention be made without undue disruption to the organisation of the school, including the delivery of the curriculum for that particular child. If a difficulty proves transient the child will subsequently be able to learn and progress normally. If the child's difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional provision that may be needed to support the child's progress.

Any of the following may trigger a concern. The child and parent/carer are involved throughout.

- ❖ Parents/carer
- ❖ Child
- ❖ Class teacher assessment
- ❖ Any of the support services mentioned later
- ❖ Records – transferred from another school
- ❖ Base line assessments
- ❖ SAT (Standard Assessment Test) results
- ❖ In-house testing and assessment
- ❖ Special needs register
- ❖ Pupil tracking

In identifying children who may have special educational needs we can measure children's progress by referring to:

- ❖ their performance monitored by the teacher as part of ongoing observation and assessment
- ❖ the outcomes from baseline assessment results
- ❖ their performance against the level descriptions within the National Curriculum at the end of a key stage
- ❖ standardised screening or assessment tools.
- ❖ assessments conducted by the LA or outside agencies.

School Model of Assessment and Provision

Where progress is not adequate, it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties the key test of how far their learning needs are being met is whether they are making adequate progress.

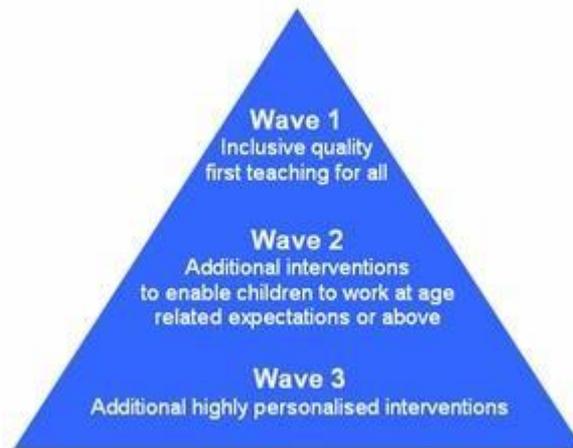
Adequate progress can be defined in a number of ways ie:-

- ❖ closes the attainment gap between the child and their peers
- ❖ 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 child's previous rate of progress
- ❖ ensures access to the full curriculum
- ❖ demonstrates an improvement in self-help, social or personal skills
- ❖ demonstrates improvements in the child's behaviour

If a child's progress is inadequate or they have an identified special educational need the class teacher will provide interventions that are **additional to** or **different from** those provided as part of the usual differentiated curriculum offer and strategies. This is known as Wave 2 SEN support.

SEN Support – 'The Waves of Intervention'



The triggers for intervention could be the teacher's or others' concern, underpinned by Wave 1 and Wave 2 evidence, about a child who despite receiving differentiated learning opportunities:

Performs at least one chronological year below age related expectations or

- ❖ makes little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness
- ❖ presents persistent emotional or behavioural difficulties which are not ameliorated by the positive behaviour management techniques usually employed in the school
- ❖ has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- ❖ has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Students are assessed on entry on their reading, spelling, quantitative and verbal reasoning skills. This alongside data from previous schools is used as an initial indicator of a need for support. Students are monitored in class and if needed are provided with Wave 2 support. If this proves to be unsuccessful they are allocated Wave 3 support, at which point outside agencies will be involved. Wave 3 support is reviewed on a termly.

Teachers, the Director of Additional Needs and Teaching Assistants are involved in the decision making process. Parents are informed of through six weekly effort and progress grade reporting on a termly basis.

Wave 3 intervention would mean that the student is deemed to be a 'SEN support' student. They will be placed on the SEN register. This will be reviewed upon completion of Wave 3 interventions

The above is a graduated response of action and intervention when a child is identified as having special educational needs, but must not be regarded as steps on the way to an Education Health Care Plan

(please see explanation below), as some children will require less rather than more help if the interventions work successfully.

The interventions are a means of matching special educational provision to the child's needs, and are therefore part of the continuous and systematic cycle of planning, action and review within our school to enable all children to learn and progress. Advice and support may be requested from the Educational Psychology Service and a Consultation Request will be made.

Following consultation advice would be taken as to future and further action. If the child meet the necessary criteria, or it may be deemed appropriate to request a statutory assessment.

Education Health Care Plan

A child will be brought to the LEA's attention as possibly requiring an assessment through:-

- ❖ a request for an assessment by the school
- ❖ a request for an assessment by the parent or
- ❖ a referral by another agency eg health authority, social services.

At Evelyn Grace Academy if, after we have taken action to meet the learning difficulties of a child, the child's needs remain so substantial that they cannot be met effectively within the resources normally available to the school or setting then we would make a request to the LEA for an assessment.

When a child is brought to the attention of the LEA by a request for an Education Health Care Plan, the LEA must decide within six weeks whether to carry out such an assessment.

In considering whether an Education Health Care Plan is necessary, the LEA will pay particular attention to:

- ❖ evidence that the school has responded appropriately to the requirements of the National Curriculum.
- ❖ evidence provided by the child's school, parents and other professionals where they have been involved with the child, as to the nature, extent and cause of the child's learning difficulties
- ❖ evidence of action already taken by the child's school to meet and overcome these difficulties
- ❖ evidence of the rate and style of the child's progress
- ❖ evidence that where some progress has been made, it has only been as the result of much additional effort and instruction at a sustained level not usually commensurate with provision through schools.

When an Education Health Care Plan is made teachers, social care and health care professionals will monitor and informally review progress during the course of the year using both the normal curriculum and pastoral monitoring arrangements for all pupils.

All Education Health Care Plans must be reviewed at least annually, but if a child's special educational needs change, a review is held as soon as possible to ensure that the provision specified in the statement is still appropriate.

Pupil Learning Plans

A Pupil learning plan should be used to plan the interventions for individual pupils made through:

- ❖ Wave 3
- ❖ and for pupils with Education Health Care Plans.

It is the structured planning documentation of the differentiated steps and teaching requirements needed to help the student achieve.

A Pupil learning plan should focus on up to three or four key individual targets and should include information about:

- ❖ the short term targets set for or by the pupil
- ❖ the teaching strategies to be used
- ❖ the provision to be put in place
- ❖ when the plan is to be reviewed
- ❖ success and/or exit criteria
- ❖ outcomes

These should be reviewed three times a year.

Medical Information

The school database is updated as and when information comes into school. Any major changes are passed on to the teacher within 24 hours. Updated class medical information is passed on to the teacher every term, or sooner, and kept in the class SEN file.

However a medical diagnosis or a disability does not necessarily imply SEN. It is the child's educational needs rather than a medical diagnosis that must be considered. However medical conditions may have a significant impact on a child's experiences and the way they function in school and if not properly managed could hinder their access to education. Therefore consultation and open discussion between the child's parents, the school, the school doctor or the child's GP and any specialist services providing treatment for the child will be essential to ensure that the child makes maximum progress.

The Role of the Support Team

1 x SENCO
1 x Senior LSA
5 x LSA
1 x SALT therapists (outside agency)
1 x Autism support worker (outside agency)
1 x XLP worker (outside agency)

Specialist support teacher hours bought from county as and when required.

The agreed role of the special needs team is to support the work of class teachers by offering specific and general support to children who are experiencing learning difficulties in either the long or short term.

The SEN nominated Governor, meets regularly with the Director of Additional Needs to discuss SEN issues. The team will have regard to the Code of Practice. We will work closely with parents meeting as and when necessary.

We will coordinate the writing of 'Pupil Learning Plan' and all contributions of those involved. We will regularly test and set new targets (long and short term) when appropriate and work with the named children within the class, a group or 1-1 as appropriate. We will plan reviews at least three times a year with the parents, child and class teacher.

The objectives are:

1. To help children to cope with broad-based curriculum and to make progress through the National Curriculum by:-
 - a) testing, assessing and reviewing the needs of the individual child at least twice a year
 - b) setting achievable targets
 - c) working in partnership with child, parent, staff and any relevant outside agency
 - d) giving access to appropriate resources and encouraging independent use
 - e) giving support in the classroom with a variety of tasks where appropriate
 - f) providing additional encouragement and praise to promote self-esteem, motivation and concentration

The role of the SENCO

- ❖ overseeing the day-to-day operation of the school's SEN policy
- ❖ coordinating provision for children with special educational needs
- ❖ liaising with and advising teachers
- ❖ managing teaching assistants
- ❖ overseeing the records of all children with special educational needs
- ❖ liaising with parents of children with special educational needs
- ❖ contributing to the in-service training of staff
- ❖ liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies
- ❖ attend appropriate training to support the role, to disseminate to staff and to use the school development plan to implement new developments
- ❖ work closely with the nominated Governor for SEN.

Roles and Responsibilities

The governing body has important statutory duties towards pupils with Special Needs as outlined below:-

The SEN Register

The school maintains a SEN register which contains details of all children identified as having special needs. This is confidential. The register is continually being revised and updated.

Access and Integration

Our aim is for all children to have access to a broad and balanced curriculum, meeting their educational, emotional, social and spiritual needs. All will have access to all National Curriculum subjects at the appropriate stage and programme of study. All children are encouraged to be involved in the wider aspects of school life where the individual can boost self-esteem.

Admission Arrangements

Following LA and our agreed admission and equal opportunities policies, a child will be offered a place at Evelyn Grace Academy if it is available.

It is important when registering a child, that the parent/carer fills in the information sheet/medical information honestly and informs the school of any previously identified special needs.

Transition

The school will liaise with our in house careers officer, the LEA and other agencies to arrange transition plans for students with Statements/EHCPs (and other pupils with SEN who may benefit from Transition Planning) in Year 9, and will ensure that these transition plans are reviewed annually as part of the annual review process. When pupils move to another school, their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000

Support Sources

We do not have any special unit attached to our school, however we are able to access the following services from County:

- Advisory Teacher for SPLD (Speech and language difficulties)
- Advisory Teacher for Autism
- CAMHS (Children and Adolescent Mental Health Service)
- Educational Psychologists
- Advisory Teacher for Assistive Technology

Nominated Governor for SEN

The nominated governor for SEN together with the SENCO/Principal monitors the most efficient use of the SEN budget. He/she reports back to the governing body and parents on the effectiveness of the policy.

Complaints Procedure

Parents/carers are asked to speak to the tutor, SENCO or the Principal in the first instance. If the matter is not resolved then parents should contact the SEN Governor or the Chair of Governors in writing. If following this action the matter remains unresolved then subsequent recourse can be taken through the LEA Area Office.