



**South Manchester
Learning Trust**

Altrincham College

**Special Educational Needs and Disability
(SEND) Policy**

Approved By: Governing Body

Date: 12 December 2018

Roles and Responsibilities

Provision for pupils with additional needs is a matter for all members of the School community.

The SENCO is Lesley McGrath.

The Associate SENCO is Aimi Noonan.

The School Governor for SEN is Margo Kane.

Teachers are responsible and accountable for the progress and development of all pupils in their classes, including those pupils with Special Educational Needs and/or Disability (SEND). Teaching assistants (TAs) provide additional support within the classroom to help to remove the barriers to learning for pupils with SEND.

Teachers and TAs should be aware of the School's procedure for identifying, assessing, monitoring and making provision for pupils with SEND. The School's Special Educational Needs Co-ordinator (SENCO) has responsibility for ensuring that teaching and support staff are fully aware of this practice and that they are aware of individual pupils with SEND. The SENCO also reports to the Governing Body on SEND issues.

All provision at Altrincham College is fully inclusive and, with the exception of some initial withdrawal from English lessons for pupils with very low standardised scores in reading, all students with SEND are taught in mainstream classes, with lessons that are differentiated to allow pupils to access the curriculum at their appropriate key stage.

A programme of Continuous Professional Development ensures that all teachers and TAs are conversant with current SEND practice.

Identification, Assessment and Provision

The Special Educational Needs and Disabilities Code of Practice, updated 1 May 2015, defines a pupil with special educational needs as:

"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 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.

The Code of Practice does not assume that there are hard and fast categories of SEND, but recognises that special educational needs and provision can be considered as falling under four broad areas:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health difficulties;
- sensory and/or physical needs.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEND. Action to meet a pupil's SEND follows a graduated approach as required by the SEND Code of Practice (2015), which is a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs. Where additional provision is required to remove barriers to learning, pupils will have their needs met via the School's SEND support.

SEND Support

This is the term used to describe the provision made to support pupils with additional needs. It is funded from the School's own resources. The majority of pupils and young people with SEND will have their needs met in this way.

The School's SENCO will decide on the level of provision in consultation with colleagues and parents. If, after an appropriate period of time and several cycles of the graduated approach, the pupil continues to make less than expected progress, then the SENCO will consult with and draw upon the advice of appropriate professionals from external agencies to assess whether there is a need to access additional, external support.

This situation would occur if a pupil:

- continues to make little or no progress;
- continues to work at levels substantially below those expected of pupils of a similar age;
- continues to have difficulty in developing literacy and mathematical skills;
- has emotional and behavioural difficulties which substantially and regularly interfere with their own learning or that of the class/group, despite targeted behavioural intervention from the pastoral team;
- has sensory needs and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to the staff, by a specialist from the sensory impairment service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

A range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions will be considered to support the child's progress.

Education, Health and Care Plan (EHCP)

If, after a sustained period of time, and multiple cycles of the graduated approach, a child or young person continues to make no or significantly little progress in their area of need, then the SENCO, in consultation with parents and acting on the advice of professionals, may decide to make a formal request for an EHCP to be issued.

The EHCP is designed to facilitate collaboration between Education, Health and Social Care services to provide integrated support for the child or young person with SEND.

Only a minority of pupils with SEN would need an EHCP (2.9% nationally; DfE, July 2018).

A request for assessment would be submitted by the SENCO and would include evidence or information about:

- the School's SEN provision for the pupil to date;
- records or regular reviews and their outcomes;
- the pupil's health including the pupil's medical history where relevant;
- academic progress and attainment;
- attainments in literacy and mathematics;
- Educational and other assessments, for example from an Advisory Specialist or Educational Psychologist;
- views of the parents and of the pupil;
- involvement of other professionals;
- any involvement by Social Services or the Educational Welfare Officer.

If an EHCP is issued, a pupil's SEN provision will be summarised in the document. The School will undertake to carry out the specific requirements outlined in the EHCP. This provision will be reviewed annually.

Provision

Assess

Information on all new intake pupils is analysed by the:

Admissions Officer;

SENCO;

Head of Learning and Pupil Development for Year 7;

TAs assigned to Year 7.

On entry to the School, all pupils will have their reading and spelling assessed. This information, alongside Key Stage 2 pupil data, MIDYIS scores and advice gained from Primary School allows us to determine the level of support that each pupil requires.

Plan

Information about pupils with SEND is disseminated to all teaching and support staff via Individual Education Plans (IEPs). For pupils being monitored by the SEND department, information about the barriers to learning and appropriate strategies to support these pupils are shared via the IEP. For pupils at SEN Support, pupils also have individual progress targets with strategies and provision to allow them to be able to be successful in their targets. IEPs are available for all staff to view.

Do

Provision offered to support pupils with SEND is bespoke to each child's needs and include:

- TA support in mainstream classes;
- literacy intervention during morning registration;
- Lexia intervention, a computer programme designed to address the literacy needs of each individual pupil;
- Lego therapy sessions;
- lunchtime pastoral, social and homework support;
- for a very small number of students withdrawal from English lessons to be taught in a small group;
- support with social and emotional aspects of learning;
- work with the Educational Psychologist on specific targets;
- Mindfulness sessions.

Some of the TAs are available to assist with the personal care of pupils, if requested in their EHCP.

Review

IEPS are reviewed and updated termly as part of the graduated approach. Progress against targets is assessed and recorded and new targets are set where necessary.

Ongoing Assessment

The progress of pupils being monitored by the SEND department, as well as those receiving SEND Support, is reviewed termly. Progress data for the whole year group is also reviewed termly to highlight any pupils who are consistently underachieving. This then enables the SEND department and pastoral team to determine any underlying reasons for the lack of progress.

Evaluating Success

The success of the School's SEN Policy and Provision is evaluated through:

- testing and monitoring of pupil literacy levels;
- reviewing of IEPs to evaluate progress as part of the graduated approach;
- the Academy Improvement Plan;
- external/internal results, assessments and progress data tracking.

Partnership with Parents

Altrincham College aims to promote co-operation between parents, carers, the Academy and the LA.

This is achieved through:

- ensuring all parents are made aware of the School's arrangements for SEND;
- informing parents of their child's access to SEND Support;
- inviting parents to all appropriate reviews;
- operating an 'open door' approach between parents, the SLT and the SENCO.

For more information view Trafford's Local Offer to be found via:

www.trafford.gov.uk/localoffer