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SEND Policy and Information Report

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Stakeholders Consulted:	Academy Oversight Committee
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1. Aims

Our SEN Policy and Information Report aims to:

- Set out how our academy will support and make provision for learners with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for learners with SEN

At Coritani Academy we offer a wide-ranging support service for learners and their families. The SENDCo and staff team work closely together to provide support within the academy and to facilitate support from outside agencies.

We offer a variety of support for learners with individual needs including in-class support, one to one or small group interventions in English and mathematics and personalised intervention packages for learners with additional needs.

We also provide pastoral support packages for learners who may have social, emotional and mental health difficulties.

By working closely with several external agencies, we can offer bespoke packages.

Depending on individual needs the following members of staff may work with a learner

- SENDCo - K Flowitt
- Deputy SENDCo - A Walker
- Designated Teacher for Child Protection and Looked After Children - J Niland
- Deputy Designated Teacher for Child Protection and Looked After Children - A Walker
- Literacy and Numeracy Support - K Nelson, S Stothard, M Duranti

2. Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out the academy's responsibilities for learners with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which sets out the academy's' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENDCos) and the SEN Information Report

This policy also complies with our Funding Agreement and Articles of Association.

3. Definitions

A learner has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than many others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream academies

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream academies.

4. Roles and Responsibilities

4.1 The SENDCo

The SENDCo is K Flowitt – Admin@coritani-iet.co.uk

The SENDCo will:

- Work with the Executive Principal and SEN governor to determine the strategic development of the SEN policy and provision in the academy
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual learners with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that learners with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the academy's delegated budget and other resources to meet learners' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure learners and their parents are informed about options, and a smooth transition is planned
- Work with the Executive Principal and Academy Oversight Committee (governors) to ensure that the academy meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Ensure the academy keeps the records of all learners with SEN up to date

4.2 The SEN Governor

The SEN Governor is M Marris - admin@coritani-iet.co.uk

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the academy and update the governing board on this
- Work with the Executive Principal and SENCO to determine the strategic development of the SEN policy and provision in the academy

4.3 The Executive Principal

The Executive Principal will:

- Work with the SENDCo and SEN Governor to determine the strategic development of the SEN policy and provision in the academy
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class Teachers

Each class teacher is responsible for:

- The progress and development of every learner in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each learner's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN Information Report

5.1 The kinds of SEN that are provided for

Our academy currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder and speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying learners with SEN and assessing their needs

Learners attending Coritani Academy will enter the academy at SEN support level or have an EHCP.

We will assess each learner's current skills, levels of attainment and SEMH each term, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all learners and identify those whose progress:

- 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
- Has unmet SEMH needs

We continue assessment beyond the curriculum with a range of in-house assessments and mechanisms including:

- Online reading and spelling tests for all learners
- Reading, spelling and mathematics tests for identified learners
- Dyslexia and dyscalculia screening for identified learners
- Close tracking of academy assessment and data.
- Discussion with teachers and observations
- Readiness for learning assessments
- Strengths and difficulties questionnaire

This identification of individual needs of learners is a collaborative process between teachers, support staff, the SENDCo, the Pastoral Team, the learner and parents/guardians.

When appropriate external agencies are asked for advice, such as the Educational Psychology Team, ASET, CAMHS, Speech & Language Team, Occupational Therapy, Physiotherapy, Medical Professionals and the Nursing Service.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the learner and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving learners and parents

We will have discussions with the learner and their parents each term to review special educational provisions. These conversations will make sure that:

- Everyone develops a good understanding of the learner's areas of strength and difficulty

- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these discussions will be added to the learner's record and given to their parents.

5.4 Assessing and reviewing learners' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the learner's needs. This will draw on:

- The teacher's assessment and experience of the learner
- Their previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The learner's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the learner will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the learner's progress.

5.5 Supporting learners moving between phases and preparing for adulthood

We will share information with the academy, college, or other settings the learner is moving to. We will agree with parents and learners which information will be shared as part of this.

Academy staff work with provisions prior to entry to the academy and continue to work closely and offer advice and support as learners transition either into other provisions, return to academy or take next steps into college. Year 11 learners are offered guidance and support through the Autumn term after they have left to ensure successful starts into post 16.

6. Our Approach to Teaching Learners with SEN

Teachers are responsible and accountable for the progress and development of all the learners in their class.

High-quality adaptive teaching is our first step in responding to learners who have SEN. This will be differentiated for individual learners.

Teaching staff are supported by the SENDCo providing tailored support to learners across the curriculum and participate in the review process for learners with special educational needs.

Support staff provide continuity of support and expertise in individual subjects, with specialist support staff in core subjects.

Support is provided to learners in class, in groups or on a one-to-one basis under the direction of the class teacher.

6.1 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all learners' needs are met:

- Adapting our curriculum to ensure all learners can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, reducing the number of subjects etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc.

6.2 Additional support for learning

We offer a wide range of intervention programmes for individual learners requiring additional support.

These are led by the SENDCo, Teachers and Assistant Teachers and may be short term or longer term depending upon the identified need.
Learners are monitored during the period of intervention. Progress is assessed on a regular basis, and decisions are made with parents and learners about future support.

Additional support for learners' individual needs is offered through the Isle Education Trust staff.

Examples of intervention programmes offered include

- Individual spelling programmes
- Literacy intervention targeting reading, comprehension writing skills
- Paired or small group reading sessions
- Handwriting support
- Development of ICT skills
- Numeracy intervention
- Individual subject intervention
- Life Coaching
- Anger Management
- Thrive support

6.3 Expertise and training of staff

The academy has a development plan which includes identified training needs for all staff to improve the teaching and learning of young people, including those with SEND. The academy provides regular training on teaching and learning for all teaching staff and has a weekly progress meeting where the specific needs of young people and teaching strategies are shared.

Staff at Coritani work closely with the Local Authority SEN team.

6.4 Securing equipment and facilities

The academy is designed for learners with cognition and learning needs, communication and interaction SEMH concerns and is DDA (Disability Discrimination Act) complaint with access to specialist facilities for a range of disabilities.

Further details can be seen in the academy's accessibility plan (available on the academy's website).

6.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for learners with SEN by:

- Reviewing learners' individual progress towards their goals each term

- Reviewing the impact of interventions every 10 weeks
- Using learner questionnaires
- Monitoring by the SENDCo
- Using the thrive programme to measure progress
- Holding annual reviews for learners with statements of SEN or EHC plans

6.6 Enabling learners with SEN to engage in activities available to those in the academy who do not have SEN

All our extracurricular activities and academy visits are available to all our learners and all learners are encouraged to go on our trips and visits with the appropriate risk assessments in place.

All learners are encouraged to take part in sports activities/ plays/special workshops, etc.

No learner is ever excluded from taking part in these activities because of their SEN or disability.

6.7 Support for improving emotional and social development

We support learners' emotional and mental well-being. We try to ensure that all learners feel supported through a range of interventions including access to support groups for self-esteem, dealing with conflict, attendance, behaviour for learning as well as external life coaching as required.

Support is provided through our staff team who have specific training in a range of additional needs. When appropriate external help is sought, for example, from the Academy Nursing Team, Educational Psychologist or Children's Services.

All learners at the academy are supervised at lunch and break times and as they arrive and leave academy.

A Learner Leadership Team is effective in leading the development of health and wellbeing for all learners and all learners are encouraged to participate with this.

We have a zero-tolerance approach to bullying.

6.8 Working with other agencies

The academy can seek advice and support from a range of external agencies including:

- Educational Psychology and Specialist Teaching Team
- The Support Service for Learners with Autistic Spectrum Disorders
- Education Service for Hearing & Vision
- The Speech and Language Therapy Service
- The Academy Nursing Service
- Occupational Therapy and Physiotherapy Services
- Traveller Support Service – Diversity Team
- English as an Additional Language
- Medical Authorities
- Social Services
- CAMHS

The academy has access to a range of voluntary organisations who can be contacted for information, advice and support relating to special educational needs and disabilities.

7. Complaints About SEN Provision

Complaints about SEN provision in our academy should be made to the Executive Principal in the first instance who will follow the academy's complaints policy.

The parents of learners with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our academy has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

7.1 Contact details of support services for parents of learners with SEN

Contact your local Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) for impartial advice about SEND.

Contact 01724 277665 or help@nlsendiass.org.uk

7.2 Contact details for raising concerns

D Flowitt – Executive Principal – admin@coritani-iet.co.uk

7.3 The local authority local offer

Our local authority's local offer is published here: North Lincolnshire SEND Local Offer

8. Monitoring Arrangements

This policy and information report will be reviewed by the Executive Principal every year. It will also be updated if any changes to the information are made during the year. It will be approved by the academy Oversight Committee.

This policy remains valid until it is reviewed and replaced, it does not expire by date alone.

IET reserves the right to make amendments to this policy at any time without notice.

9. Links to Other Policies and Documents

This policy links to the following:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Children with Health Needs policy