

SOUTH LINCOLNSHIRE ACADEMIES TRUST (SLAT)

SEN Policy and Information Report

Aspire - Challenge – Achieve

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Policy Type	Date of Next Review	Approved By
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1. Aims

Our SEN Policy aims to:

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

The Trust follows the SEN Code of Practice and aims to enable:-

- All students to have access to a broad and balanced curriculum;
- Student's needs to be identified and assessed;
- Educational provision for each student to match their needs;
- Students' views and wishes to be considered;
- Careful recording of the student's needs, progress and outcome of interventions to be kept accurately.

The Trust will work in partnership with the local authority and all professionals to support all students and enable each student to achieve their potential both academically and with their social and emotional development.

We strive to promote individual confidence and positive attitudes and enable every student to experience success. All students in our Trust have access to a broad and balanced curriculum, however for some students it may be necessary to reduce a timetable temporarily to enable intensive support interventions to be carried out. This may mean for example a temporary withdrawal from a non-core subject or some tutorial sessions.

We regard every student as having individual needs, each student will have an equal opportunity to work to their full potential so that they will learn to appreciate and value their own strengths. We aim to ensure that each student feels equally valued within the Trust community. To this end the SEN team works closely with the Trust's pastoral and safeguarding teams.

2. Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEN\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which sets out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- [The Equality Act 2010](#) which provides legal protection from discrimination in the workplace and in wider society

3. Definitions

A student 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 the majority of 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 schools

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 schools. According to the SEN Code of Practice, the four primary areas of SEN are:

Cognition and learning difficulties

SPLD - Dyslexia

SPLD Dyspraxia

Moderate learning difficulty

Severe learning difficulty

Profound and Multiple Learning difficulty

Communication and Interaction Needs

Speech, Language and communication Needs
Autistic spectrum Disorder

Social, Emotional and/or Mental Needs

Depression
ADHD
Eating disorders
Anxiety disorders
Mental Health Issues
Social Disorders

Sensory and/or physical needs

Visual Impairment
Hearing Impairment
Multi-sensory Impairment or physical disability

4. Roles and responsibilities

4.1 The SENCO

The SENCO will:

- Work with the Executive Headteacher, the Deputy Headteacher with responsibility for pastoral and the SEN governor to determine the strategic development of the SEN policy and provision in the school;
- Advise on the graduated approach to providing SEN support;
- Advise on the deployment of the Trust's delegated budget and other resources to meet students' 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 students and their parents are informed about options and a smooth transition is planned;
- Work with Executive Headteacher, the Deputy Headteacher with responsibility for pastoral and the governing board to ensure that the Trust meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

4.2 The SEN Managers

The Trusts SEN Managers have a number of years' experience both in the classroom and in leading SEN provision and are highly trained to work with students who have a wide range of special educational needs.

The SEN Manager in each school will:

- Work with the Trust SENCO;
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high quality teaching;
- Ensure the Trust keeps the records of all students with SEN up to date.

4.2 The SEN Governor

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 across the Trust and update the governing board on this;
- Work with the Executive Headteacher and SENCO to determine the strategic development of the SEN policy and provision across the Trust.

4.3 The Executive Headteacher

The Executive Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision across the Trust
- 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 student 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 SENCO to review each student's progress and development and decide on any changes to provision;
- Ensuring they follow this SEN policy.

5. SEN information report

5.1 SEN needs that are provided for

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

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, 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, dwarfism, chromosomal abnormalities.

5.2 Identifying students with SEN and assessing their needs

When a student with an Education Health and Care Plan is offered a place in Year 7 the Trust receives details of the student's needs which are used to plan an effective transition to secondary education in conjunction with the SENCO at the relevant primary school.

For students without an Education Health and Care Plan we gain information from the school application form completed by the parents and through a comprehensive information gathering exercise from our partner primary schools.

For students who do not have an identified SEN on entry, class teachers will make regular assessments of progress for all students 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.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN, but where a teacher (or other member of staff) is concerned about a student they will submit a teaching and learning concern form to the SEN department for further investigation. Where appropriate, this may include asking for parental permission to conduct additional screening tests or to referral to external agencies.

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 student 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 Communication with parents

Parents will receive information about students' progress at regular intervals during the year through AOL (Assessment of Learning) points and through meeting with subject staff at parents' evenings. In addition, parents of EHCP students will be invited to annual review meetings to discuss their progress.

For other queries:

- If, during the academic year, parents have concerns about a student's progress in a particular subject they should in the first instance contact their son/daughter's subject teacher;
- For pastoral/behavioural/safeguarding concerns the first port of call should be their son/daughter's Year Lead who will consult with the SEN department as needed;
- If parents have a query regarding support for a student's SEN needs they should use the direct email address for the relevant school:

Bourne Academy: SEN@bourneacademy.org

Spalding Academy: SASEN@spaldingacademy.org.uk

Giles Academy: SENCO@gilesacademy.co.uk

5.4 Assessing and reviewing students' progress towards outcomes

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

Subject teacher and pastoral staff will work with the SENCO and SEN Manager to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student;
- Their previous progress and 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 student'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 student 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 student's progress.

5.5 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

In addition to the careers guidance which all students receive, SEN students will be given additional support as required which may include:

- Additional transition/support visits to post 16 centres;
- Additional careers and guidance meetings;
- Liaison with SENCOs in post 16 centres;
- Additional supported transition for Spalding Academy students joining the SLAT Sixth Form;
- Support completing application and UCAS forms.

5.6 Our approach to teaching students with SEN

The SEN Code of Practice makes it clear that all teachers have a responsibility to meet the needs of SEN students in their classes:

“Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. High quality teaching, differentiated for the individual student, is the first step in responding to students who have, or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.”

High quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students using information supplied in their SEN ‘passports’ and additional documents attached to students’ electronic records. Students who are academically weak in Maths and English are placed in smaller, foundation teaching groups.

We will also provide the following additional support:

- Literacy and numeracy intervention;
- Sensory intervention;
- Social Skills intervention and access to Student Support Room at break/lunch;
- Handwriting and touch typing intervention;
- Homework club;
- 1:1 mentoring;
- Physiotherapy;
- Speech and language support.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students’ needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, teaching style, content of the lesson, etc.;
- Adapting our resources and staffing;
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.;
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.;

Both school sites are fully accessible for students in wheelchairs or with restricted mobility and unisex accessible toilets are available. For further information, please consult our Accessibility and Disability Policy.

5.8 Remote Education

We recognise that some pupils with special educational needs may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- All Teaching Assistants are allocated students with Education, Health and Care Plans to work with. They check in via email with these students daily, laying out work for them on a lesson by lesson basis. They also send alternative/additional work home if required and contact parents/carers on a regular basis to provide support and advice.
- Where required this support is also offered to other students on the SEN register who need additional support to access remote education effectively.
- The engagement of students with additional needs in their remote learning is monitored closely by the SENCO and the SEN team to ensure that any concerns are addressed promptly and students' achievements are celebrated.
- SEN staff work with teaching staff to ensure that lesson materials provided for remote learning are accessible for students with additional needs as they would be in the classroom, for example with the continued provision of enlarged text for students with visual impairments, and to ensure that all materials are suitably differentiated.
- A dedicated SEN email address is in place in each school to ensure that parents/carers can contact the SEN team quickly and easily to access additional support.

5.9 Evaluating the effectiveness of SEN provision

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

- Reviewing students' individual academic progress;
- Reviewing students' progress towards social and emotional goals;
- Reviewing the impact of interventions each term;
- Using student questionnaires;
- Monitoring by the SENCO;
- Holding annual reviews for students with statements of SEN or EHC plans.

6.0 Complaints about SEN provision

We make every effort to ensure that students' needs are met but we accept that from time to time issues and questions will arise. When this happens queries are most quickly dealt with by addressing them to the appropriate member of staff.

If the issue is with a particular subject, parents should contact the subject teacher or head of department for that subject. If the issue is a pastoral one, the student's tutor or Year Lead should be the first point of contact. Parents should telephone or email the school and their comments will be passed to the relevant person:

Bourne Academy 01778 422365 office@bourneacademy.org
Spalding Academy 01775 722484 enquiries@spaldingacademy.org.uk
Giles Academy 01205 870693 enquiries@gilesacademy.co.uk

If there is an issue concerning more than one subject area or is directly related to SEN provision, contact should be made with the school SEN Manager who will either respond directly or pass the enquiry on to the SENCO.

Bourne Academy SEN@bourneacademy.org
Spalding Academy SASEN@spaldingacademy.org.uk
Giles Academy SENCO@gilesacademy.co.uk

In addition, please refer to the SLAT Complaints Procedure on the Trust website.

5.10 Additional sources of information and advice for parents of students with SEN

Lincolnshire SEN Local Offer

www.lincolnshire.gov.uk/senlocaloffer

Lincolnshire Parent Carer Forum

www.lincspcf.org.uk

07925 232 466

Liaise (SEN Information, Advice and Support Service in Lincolnshire)

liaise@lincolnshire.gov.uk

0800 195 1635

Appendix 1: South Lincolnshire Academies Trust – Aspire / Challenge / Achieve Special Educational Needs Strategy – SEN First

Provision for students with special educational needs and disabilities in the Trust is exceptional.

As with all of our students we are relentlessly ambitious for them to be successful, both academically and personally.

We have ingrained outstanding practice into the very core of the school's ethos, making it a natural part of our provision for students with additional needs.

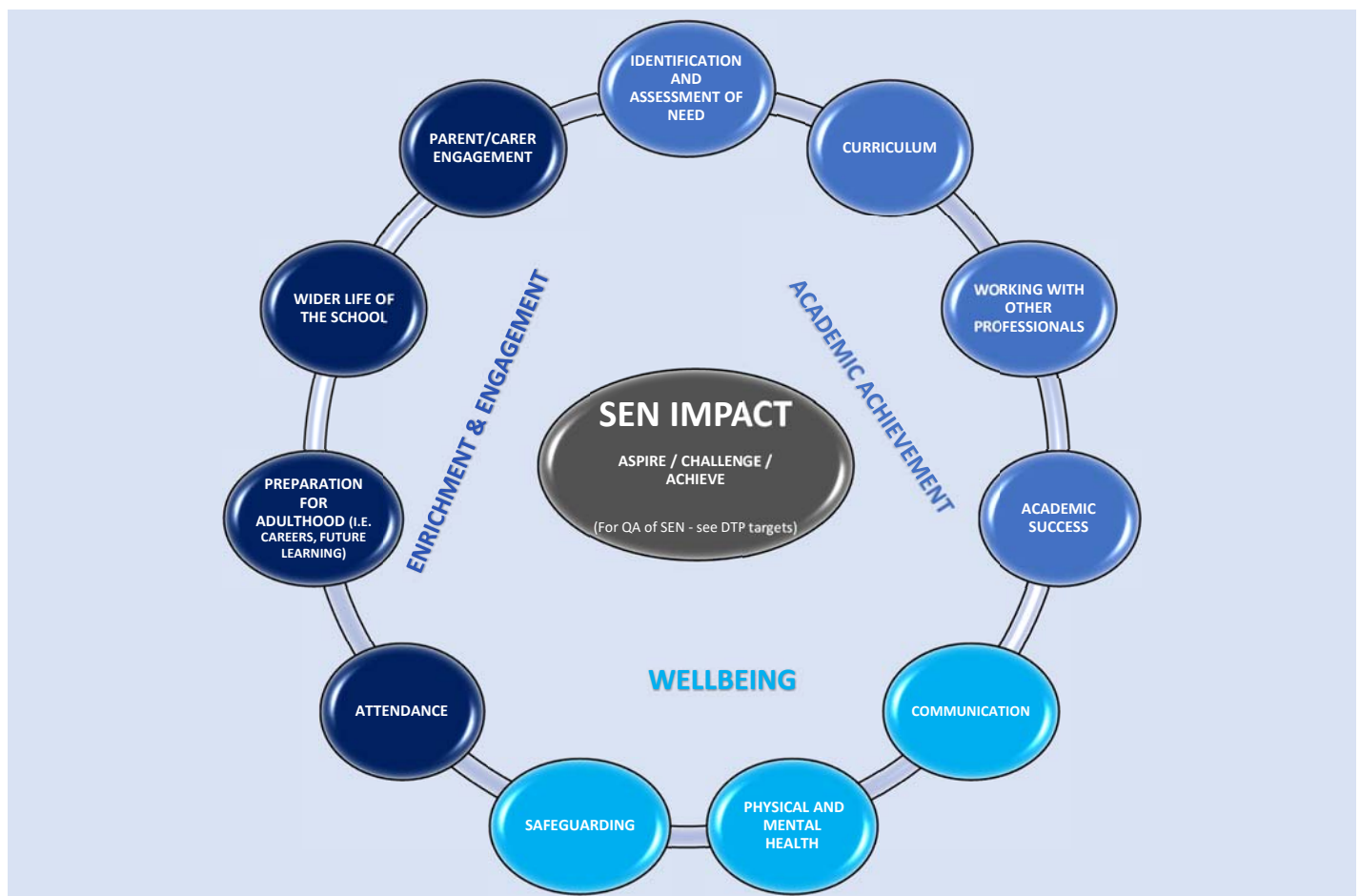
Our aims and ambitions for our students with SEN

The Trust follows the SEN Code of Practice to ensure that:

- All students to have access to a broad and balanced curriculum;
- Students' needs are identified and assessed;
- Educational provision for each student matches their needs;
- Students' and parents' views and wishes are considered;
- Students' needs, progress and outcomes of interventions are recorded accurately.

The Trust works in partnership with the local authority and all professionals to support all students and enable each student to achieve their potential both academically and with their social and emotional development.

We strive to promote individual confidence and positive attitudes and enable every student to experience success. We regard every student as having individual needs and each student has an equal opportunity to work to their full potential so that they will learn to appreciate and value their own strengths. We aim to ensure that each student feels equally valued within the Trust community.



SEN REGISTER CATEGORY DEFINITIONS:

TIER 1: QUALITY FIRST TEACHING NO SEN – N CODE	TIER 2: ADDITIONAL NEEDS AN REG	TIER 3: SEN SUPPORT K REG	TIER 4: EHCP E CODE
Students in this tier have no additional needs and the excellent teaching they receive in lessons is sufficient for them to make at least good progress. Therefore, no additional support needed over and above normal in class teacher support and differentiation. Please complete a teaching and learning referral form if you are concerned about any student in this group.	Students in this tier will have an additional learning or physical need that you need to be aware of when planning for in the classroom. Students in Tier 2 – the AN register, will not necessarily have a student passport or need SEN Department support. Please complete a teaching and learning referral form if you are concerned about any student in this group.	Students in Tier 3 will have an additional learning or physical need that you need to be aware of when planning your lessons. Students in Tier 3 – the K Register will also be receiving either short term or long term planned intervention and/or other support from the SEN department – examples include: - External agency support – i.e. SALT; - 1.1 Intervention; - SS2 Support; - In class TA support – if necessary; - Examination access arrangements.	Students in this tier will be in receipt of an Education Health & Care Plan (EHCP) issued by the Local Authority. For students on Tier 4 – the E Code, the outcomes of these plans are attached to sims and you will be asked to comment on the student's progress towards them for their Annual Review Meeting.

THE SEN REGISTER:

In order to ensure that the needs of all students are met all staff need to be aware of the nature of their needs: to this end students are placed in one of 4 tiers as defined below.

It is vital for high quality provision that there is a robust mechanism in place to identify movement between different levels of support. All students are reviewed by the SENCO and data manager three times year to identify any students who may need to move to a different category of support. In addition, students can be referred at any point in the school year by classroom or pastoral staff for review and assessment by the SENCO.

Tier 1: Quality First Teaching

Students requiring no additional support (no code or N)

The SEND Code of Practice 2014 makes it clear that teachers are responsible for the progress and development of all the pupils in their class – and that high quality teaching, differentiated for individual pupils, is the first step in responding to pupil needs, for example:

- The teacher has the highest possible expectations of all students in their class
- All teaching builds on what each student already knows, can do and understand
- Lessons are appropriately differentiated, which means different ways of teaching are in place so that each student can access the lesson and is fully involved in their learning.
- On-going assessment within the day-to-day framework of the classroom of each students' progress to identify any gap or gaps in their understanding/learning

For the majority of our students, the excellent teaching which they receive in lessons coupled with the outstanding pastoral support in place across the Trust is sufficient.

Tier 2: Additional Needs Register

Students with additional needs not currently requiring additional support (AN)

The purpose of the additional needs register is to ensure that no students' needs go unmet. Students on the additional needs register are not currently in receipt of provision which is additional to and different from Tier 1 students, however they have needs or a disability which classroom teachers need to be aware of as part of their normal planning. This category may include:

- Students who have been previously in receipt of additional support (Tier 3)
- Students with a diagnosis such as ASD, ADHD or dyslexia who are not currently receiving additional support
- Students with a disability or health condition which does not currently require additional support
- Students with an SEN Student Passport
- Students receiving informal support from the SEN department
- Examination Access Arrangements
- Prioritised forensic marking of SEN student books

Tier 3: SEN K Register

Students requiring support which is different from and additional to the support required by other students (K)

Students in this tier are in receipt of additional support in order for them to make progress which is in line with or better than their peers. This may include students with a formal diagnosis but may also include students who have been screened by the SEN department. This support may be short or long term and could include:

- An SEN student passport
- Formal, planned short or long term intervention/support in the SEN department, either small group or 1:1
- Support in our SS2 Student Support Room
- Mentoring with a member of the SEN department
- Examination access arrangements
- Work with an external specialist e.g. SALT, WTT etc.
- In class teaching assistant support
- Examination Access Arrangements
- Prioritised forensic marking of SEN student books