



# **ROSE BRIDGE ACADEMY**

## **Special Educational Needs and Disability Inclusion Policy**

<b>Date: 21<sup>st</sup> March 2017</b>	<b>Review Date: March 2019</b>
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<b><u>Name</u></b>	<b><u>Designation</u></b>	<b><u>Paper copy in school signed</u></b>
<b>Mr P Harmer</b>	<b>Chair of Governors</b>	
<b>Mrs J Wood</b>	<b>SEND Governor</b>	
<b>Mrs D Wood</b>	<b>Headteacher</b>	
<b>Mrs C Clothier</b>	<b>SENCO</b>	

## **Beliefs and Values**

**RESPECT** ...ourselves, each other and our academy.

**BELIEVE** ....in ourselves, we can do it and we will never give up.

**ACHIEVE** ... our very best in all that we do.

All children are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

To this end we offer a wholly inclusive educational experience in which **all** students feel valued and have access to a broad, balanced and differentiated curriculum. Every teacher at Rose Bridge Academy is a teacher of students with special needs.

## **Definition of SEND**

The definition of SEN which informs this policy is:

‘a child or young person has special educational needs (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 he or she:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age;  
or
- (b) has a disability which prevents or hinders him or her 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

At Rose Bridge Academy our vision is for every student to enjoy and succeed in the academy, regardless of their starting point or background. We aim to:

develop well rounded individuals that demonstrate greater resilience, determination and strength of character,

equip students with the skills required to access increased opportunities and enhance their life chances,

insist on high expectations and challenge of all,

develop an aspirational academy community that engages all parents and guardians

To achieve our aims Rose Bridge Academy will:

- Identify and provide for students who have special educational needs and additional needs
- Work within the guidance provided in the SEND Code of Practice, 2014
- Operate a holistic, whole school approach to the management and provision of support for special educational needs
- Provide a Special Educational Needs Coordinator (SENCO) who will lead the implementation of the SEND and Inclusion Policy and provide support and advice for all staff working with special educational needs students

### **Identification of Special Educational Needs**

There are four broad areas which give an overview of the range of needs that should be planned for.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

The purpose of identification is to work out what action Rose Bridge Academy needs to take to meet the needs of individual students and not to fit a student into a category.

Students with special educational needs will be identified through:

- liaison with parents through SENCO attendance at primary school based Y6 Transition Reviews;
- liaison with parents by SENCO and Senior Leaders at Y6 Transition Evening held in school;
- follow up of parental concerns raised at Parents' Evening or any meetings held at their request in school;
- liaison with Primary Schools, including primary school records;
- teacher referral to Inclusion Team to raise any concerns they may have about individuals;
- discussion at Inclusion Meetings held every three weeks in school attended by key staff;
- use of reading and spelling ages - all students in Y7 are tested for their reading and spelling ages within a month of entering the school. This information is available to all staff on SIMS;
- use of CAT (Cognitive Abilities Tests) data;
- use of a range of standardised testing materials;
- referral to Early Intervention and Prevention (EIP) services;
- liaison with feeder secondary schools for mid-term admissions and other service providers e.g. Pupil Referral Service

At Rose Bridge Academy every student is considered an individual and their needs will be addressed accordingly.

### **Graduated Approach to SEN Support**

The Graduated Approach recognises that students require varying levels of support to achieve their learning outcomes.

- No additional support
- Some additional support
- Lots of additional support
- Exceptional support

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. All students receive high-quality personalised teaching. Teaching is carefully planned, taking into account prior learning. Lesson structures have clear objectives that are shared with the students and revisited throughout the lesson. Teachers use lively, interactive teaching methods and make maximum use of different learning styles. Inclusive Quality First Teaching focuses on a student-centred approach and aims to create a purposeful and enjoyable learning experience. Personalisation is paramount.

Rose Bridge Academy regularly and carefully assesses and reviews learning progress to inform decisions around adapting the curriculum and learning environment for all students, including those at risk of underachievement. Teachers continuously monitor and evaluate progress in lessons to inform half termly data collections. Interventions are implemented by staff as appropriate. All members of staff have been provided with an information booklet developed by the SENCO, (Graduated Approach to supporting students with Special Educational Needs) aimed at improving their understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered.

Teachers and SENCO will consider all of the information gathered from within the school, alongside national data and expectations of progress and will subsequently make special educational provision where appropriate. Parents and students will be included in this process through face to face and telephone contact, Parents' Evenings and Annual Review Meetings and Assertive Mentor meetings.

For students identified as having SEND, Rose Bridge Academy will take action to remove barriers to learning and will put into place effective special educational provision. A graduated approach will be undertaken which draws upon the four part cycle:

- Assess
- Plan
- Do
- Review

This cycle will be implemented using Wigan Local Authority's High Expectations for All file, copies of which are held in school and are also available online at

<http://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Information-for-professionals/High-Expectations-for-All.aspx>

For students with high levels of need Rose Bridge Academy draws on a more specialist approach. This may include use of Pastoral Support Plans, IEPs, Provision Maps and Student Passports. The Inclusion Team has the responsibility to regularly review and update information about individual students.

At Rose Bridge Academy we have a team of Level 2 and Level 3 LSAs and two HLTAs. Learning Support Assistants will be deployed as appropriate to the needs of individuals. Guidance will be taken from statements of SEN and the Education and Health Care Plans regarding individual support.

There is a team of LSAs which works in the Small Learning Community and is directed by the SENCO. A number of LSAs are attached to Faculties or Subjects and the support they provide for SEN students is determined by the Faculty or Subject Leader. The Behaviour for Learning Manager is responsible for the deployment of the HLTA working within the Behaviour Support Centre, to support students with Social, Emotional and Mental Health needs.

The majority of SEN support is through negotiated in-class support. Advice and support is available from the SENCO and the SLC team.

Students have access to the Small Learning Community, Behaviour Support Centre and the Student Support Room during break times and lunchtimes. Small group, one to one and drop in sessions are available to support the wellbeing of students.

A request for an Education, Health and Care Plan assessment will be made by the school when additional support and funding are needed from the LA High Needs Block. The request is made to the Local Authority after substantial evidence has been gathered and in consultation with parents. Following a request for an EHC assessment, the EHC Referral Group will consider the application.

### **Small Learning Community (SLC)**

Our most vulnerable students in school benefit from specialist provision and placement in our Small Learning Community. Class sizes average 15 students across both key stages. Each small group of students at Key Stage 3 receives its English and Maths lessons in our SLC classrooms with designated staff. The curriculum has been modified to meet the needs of the group and the individuals within it and all receive LSA support. At Key Stage 4 we ensure the pathway for our Y9, Y10 and 11 SLC students matches their abilities and interests.

An overview of the SLC can be found at:

<http://www.rosebridge.wigan.sch.uk/curriculum/subjects/smalllearningcommunity/>

### **External Agencies**

Rose Bridge Academy draw on the specialised assessments from the following external agencies as and when required:

- Educational Psychology Service
- Targeted Education Support Service
- Specialist Sensory Education Team
- English as an Additional Language Service (EMAS)
- Start Well (includes attendance related issues)
- Virtual School Team (Children Looked After)
- Therapeutic Services e.g Physiotherapist, OT, SALT
- Outreach Service
- Social Care
- Wigan Careers Service
- CAMHS
- Local Authority Access and Inclusion Team
- Restorative Solutions
- Health Service (School Nurse)

Senior Leaders and Governors monitor and evaluate the impact of the school's SEN provision through reports delivered by the SENCO at Local Academy Body Meetings, liaison meetings and regular quality assurance.

### **Supporting Students and Families**

Rose Bridge Academy has published a SEND Information Report, available on their website, describing information about the provision available for students with SEND. Rose Bridge Academy's offer should be read in conjunction with the Wigan Local Authority's Local Offer.

Links are available at [www.wigan.gov.uk](http://www.wigan.gov.uk) outlining other agencies to support families and students.

An extensive programme is implemented for transition for children between Key Stage 2 and 3; this includes an introduction to the school day/timetable, lesson tasters, meeting peers and form tutors and experiences of free association time. Parents are invited to attend a transition meeting during which information is exchanged and concerns can be raised. A structured transition programme is offered to all year 6 students and individually tailored packages can be implemented for students requiring additional or extended transition. Further information can be found by following the 'Information' and 'New Students' links on the school's website.

Whenever possible, the SENCO attends the transition reviews of students with Statements of Special Educational Needs or Education Health Care Plans transferring from Y6 to Y7. Prior to entry students are identified who would benefit from the extra support of the Small Learning Community at Rose Bridge Academy. Primary schools are expected to forward the appropriate paperwork, i.e. records, IEPs, Statements etc. to the SENCO.

If a student with SEN is not being placed in the Small Learning Community then careful consideration will be given as to the most appropriate tutor group for that child. This decision is influenced by the following factors:-

- primary teachers' recommendations
- friendship groups
- behaviour and teacher assessment

This also applies to any students who are mid-term admissions, where views and information will be sought from feeder secondary school or other service provider (e.g. Pupil Referral Service).

As necessary additional transition arrangements are put in place to assist students moving from class to class and across key stages.

Careers advice is offered throughout Key Stage 4 and students are encouraged to visit future establishments/placements to gain a clear understanding of their options. Members of staff at Rose Bridge Academy often accompany KS4 students to college taster days and on visits to other service providers.

### **Supporting Students at school with Medical Conditions**

Further information regarding supporting students with medical conditions can be found in the school's Medical Policy.

The school recognises that students at school with medical conditions should be fully supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some students at Rose Bridge Academy may also have special educational needs and may have an Education, Health Care (EHC) plan. The EHC plan brings together health and social care needs, as well as their special educational provision.

The SENCO has a responsibility to:

- Contribute to the school's Medical Policy.
- Know which Students have a special educational need because of a Medical condition.
- Ensure teachers make the necessary arrangements if a student needs special consideration or access arrangements in exams or coursework.
- Ensure Individual Health care plans become part of an EHC/Statement where a student has one in place. If they do not have one their SEN should be mentioned in their Individual Healthcare Plan.

- Work with the delegated Health and Safety lead and Pastoral Assistant Head Teacher to ensure during transitional arrangements students Medical needs are met

The student attendance team who are responsible for drawing up the Individual Healthcare Plans will work in partnership to draw up the plan which will include:

- The Condition, its signs, triggers, symptoms and treatments
- The student's needs (medical, educational, social and emotional) and how these will be supported including in an emergency
- How students will be supported during school visits or during other school activities outside of a normal school day.
- Ensure that the IHP incorporates arrangements for what to do in an emergency, relevant symptoms and warning signs and how other students summon help if required.
- How it will support the professionals who support the student and their training needs both day to day and in a cover situation
- How permission will be obtained in regards to permission to administer medication
- Information on any Special Educational Needs the student may have
- Will become part of an EHC Plan where a young person has a statement.

Rose Bridge Academy is aware of its statutory duties in terms of increasing accessibility over time. Please refer to our Accessibility Plan. At present there are four disabled toilets in school based in the Mathematics Block, the Small Learning Community, the Medical Room and the Sports Centre. Wheelchair access to school is via the Main Entrance to school, the Student Entrance and the Excellence Centre Entrance. There is also a designated disabled parking place next to the School Reception.

There is a lift in the Mathematics Block and we have a portable ramp.

The budget for Special Educational Needs provides equipment to support students with SEN as appropriate e.g. writing slopes, handwriting pens/grips, and differentiated reading material.

### **Training and Resources**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all members of staff receive regular access to training and development.

Training and development needs are identified during Performance Excellence and appropriate training is delivered in house, through the Local Authority or specific external providers.

The school's SENCO regularly attends the LA's SENCO Cluster Meetings in order to remain up to date with local and national initiatives in SEND. This information is disseminated to the SEN team.

### **Roles and Responsibilities**

#### **Governing Body**

- Ensure that the necessary provision is made for SEN students
- Ensure the students' SEN are made known to those teaching them
- Ensure teachers in the school know the importance of identifying and providing for students with SEN
- Ensure SEN students join in the activities of the school together with students who do not have SEN, as far as is reasonably practical
- Report to parents on the implementation of the school's SEN policy

- Ensure parents are informed that their child is receiving SEN provision
- Involved fully in developing and monitoring the quality and effectiveness of the school's SEN policy and provision
- Are knowledgeable and up-to-date about the school's strengths and areas for further development in relation to SEN provision
- Know how funding, equipment and personnel resources are deployed, and their impact on raising standards (value added)
- Meet regularly with the SENCO to receive regular up-dates on progress in SEN
- Are aware of the priorities and the school's Accessibility Plan, and the progress made towards meeting these
- Check the impact of SEN INSET on improving classroom practice
- Check that the school is supporting parents/carers of SEN students
- Check that SEN and inclusion is an integral part of school improvement

### **The Headteacher**

- The daily management of all aspects of the school's work, including provision for SEN children;
- Works closely with the school's SENCO;
- Keeps the governing body fully informed about SEN/inclusion;  
Leads and develops a vision for inclusion within the school;
- Ensures that the school improvement plan and subject plans include a SEN and inclusion priority;
- Ensures SEN and inclusion features on key meeting agendas;
- Checks the quality of teaching and learning.

### **SENCO**

- Advises on curriculum differentiation and accessibility issues
- Supports teacher planning to meet pupil diversity
- Advises on inclusive teaching and learning approaches
- Models good SEN and inclusive classroom practice
- Monitors the quality and effectiveness of SEND Inclusion policy and provision
- Supports the implementation of the NC inclusion statement of principles
- Advises on the efficient and effective deployment of LSAs, SEN staff
- Helps other colleagues to sustain constructive working relationships between students and staff
- Contributes to SEN INSET and monitors its impact on students' learning
- Maintains productive partnerships with parents of SEN students
- Collaborates with other subject coordinators and develops their skills

### **Teachers**

- Measure and monitor the ongoing progress in learning, behaviour and personal and social development for students with SEN
- Identify and reduce barriers to learning
- Differentiate the curriculum to provide maximum access
- Follow the guidance of national strategies
- Discuss planning with additional support staff
- Discuss progress of students with SEN with SENCO, LSAs, Learning Mentors

- Utilise a range of teaching strategies to match students' preferred learning styles
- Understand the collaborative partnership of LSA and teacher, in meeting the diverse needs of students in the inclusive classroom
- Understand and follow the graduated approach for students with SEN
- Teach students how to learn
- Have high expectations of students with SEN
- Use appropriate assessment

### **Learning Support Assistants**

- Know all about the special needs of students they support
- Enhance access to the mainstream lesson
- Reinforce and extend students learning by using VAK approaches
- Make use of open questioning and encourage students to talk about their knowledge and understanding
- Provide opportunities for students to share ideas and demonstrate their knowledge and understanding
- Keep students on task
- Provide a balance between intervention and encouragement of pupil independence
- Briefly record the nature and impact of support provided to students
- Know what the objectives for the lesson are and the teachers' expected learning outcomes for students with SEN
- Plan with teachers for effective differentiation of the curriculum
- Discuss jointly pupil progress and achievements

### **Effective deployment of LSAs**

#### **Teachers should:**

- Meet regularly with the LSA to discuss planning and students' targets
- Make good use of the LSA's knowledge of students with SEN
- Value the LSA's contribution by utilising their talents and strengths
- Discuss pupil progress with the LSA
- Give positive feedback to LSA in relation to their support role
- Work with LSA to ensure their SEN support interventions utilise mind-friendly approaches (VAK)

#### **Students**

- Provide a positive role model for younger students in school
- Accept and tolerate difference and diversity in other students
- Understand and are sensitive towards the feelings of others
- Work cooperatively with other students
- Show respect for adults and other students
- Make responsible choices in relation to behaviour and learning

#### **Parents/carers**

- Take an interest in their child's education;
- Listen to their child's worries and anxieties;

- Support homework and out-of-hours learning activities;
- Ensure their child attends school regularly;
- Inform their child's teacher if their child is worried about aspects of school life or work;
- Request work from the school in instances where their child is likely to be absent for some time from school.

Parents need to be reassured that:

- teachers will value the contribution of parents/carers in relation to the knowledge they have about their own child;
- teachers will respect and listen to the views of parents/carers;
- the school will give parents/carers the opportunity to consult with relevant staff;
- information about the school and their child's progress will be given in parent-friendly language and different formats to suit parents' preferred means of communication;
- teachers/LSAs understand their child's SEN and/or medical needs;
- they will be directed to other sources of support and advice;
- their enquiries will be dealt with quickly.

## STAFF

### **Designated Teacher for Safeguarding/CLA**

Mrs V Schumacker (Deputy Headteacher)

### **Behaviour and Attendance**

Mr C Airey (Behaviour for Learning Manager)

### **Manager of Behaviour Support Centre**

Miss L Wilson HLTA

### **SLT Liaison**

Mr S Blade (Deputy Headteacher)

### **SENCO/Manager of Small Learning Community**

Mrs C Clothier

### **Pastoral Lead**

Mrs J Harrison

### **Heads of Year**

Mrs S Heaton KS4

Mrs J Raughter KS4

Miss N Smith KS3

Mr K Seeds (KS3)

Mr P Burrows (KS3)

### **SLC Learning Support Assistants**

Mrs G Edwards

HLTA

Mrs J Barlow

Level 3

Mrs J Burrows

Level 3

Mrs M Coulton

Level 2

Mrs C Harmer

Level 2

Mrs C Dickinson	Level 2
Mr I Urquhart	Level 2
Mrs E Doodson-Smith	Level 2
Mr S Fishburn	Level 2
Mrs R Taylor	Level 2
Miss L Westwell	Level 2
Mr S Lowe	Level 2
Mrs V Clayton	Level 2

### **Learning Mentors**

Miss R Holmes  
Mrs M Wood

### **School Nurse**

Mrs D Brown

### **External Agencies**

Miss N Gupta	Educational Psychologist
Mrs S Carr	Sensory Support Service
Miss R Whittaker	Outreach Service (Oakfield Special School)
Mrs W Fishwick	Start Well
Ms A Unsworth	TESS Link Teacher
Mr A Staunton-Unsworth	TESS Teacher
Mrs C Whitehead	Careers School Based

### **SEN/Inclusion Governor**

Mrs J Wood

All confidential documents are stored securely.

This policy will be reviewed annually.

### **COMPLAINTS PROCEDURE**

It is hoped that the school's expressed openness and responsiveness provides an effective channel for expressions of concern, and that these will initially be addressed to the SEN Co-ordinator. Parents who wish to take any matter further may follow the school's policy on complaints procedure.