



SIR ROBERT PATTINSON ACADEMY

SEND INCLUSION POLICY

Date Reviewed in School:	October 2020
Date Approved by Governors:	12 October 2020
Review Date:	September 2021

Sir Robert Pattinson Academy

SEN/D Inclusion Policy

Section 1: Our philosophy and approach

Sir Robert Pattinson Academy is committed to supporting all students in achieving their potential, including those who have Special Educational Needs. To create a culture of achievement in which all students can thrive. The school aims to provide a broad and balanced curriculum, which is seen as an entitlement and should be accessible to all students regardless of their abilities. The SEN Local Offer/Information Report (which can be found on the Academy website) sets out information about the provision of support the Academy is able to offer youngsters who have SEN. It also contains information about the assessment of learning difficulties, what parents should do if they are concerned about their child's learning or well-being and the processes the school engages in regarding SEN assessment, provision and review.

Sir Robert Pattinson Academy is an inclusive academy and can offer a range of provision to support students with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems and sensory or physical needs. We endeavour to ensure that all children reach their full potential and that their needs are met in a creative and supportive way. Our main focus is on raising the aspirations of and expectations for all pupils with SEN, providing a focus on outcomes for children and young people.

The range of support deployed will be tailored to the individual needs of the pupil following thorough assessment either internally by school staff or by specialists from external agencies. It is designed to develop independent and resilient learners.

The Academy works in partnership with parents and students in all aspects of Academy life. Parents of students with SEN and the students themselves will be involved in identification, assessment and decision making from the very beginning of the process. Parental involvement early on is vital to ensuring the right support is in place in accordance with the SEND code of practice.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014). It will be reviewed annually and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 June 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards

Section 2: Roles and responsibilities

Every teacher, at Sir Robert Pattinson Academy, is a teacher of children with Special Educational Needs. At Sir Robert Pattinson Academy the responsibility for the progress of children with Special Educational Needs lies with class teachers. The SENCo is responsible for coordinating provision and tracking and monitoring progress.

<p>SENCo Mr A Adlington AAdlington@srpa.co.uk</p>	<p>He is responsible for:</p> <ul style="list-style-type: none"> • Coordinating provision for children with SEN • Developing and implementing the Academy’s Inclusion policy • Ensuring that parents of students with SEN are involved in supporting their child’ learning and access and that they are equal participants in the production of plans, targets and provisions and in the reviewing of their child’s progress. • Liaising with a range of agencies and organisations who can offer advice and support to help pupils overcome a range of difficulties. • Providing specialist advice and facilitating training to ensure that staff are skilled and confident about meeting a range of needs.
<p>Deputy Head Teacher Mrs H Spors</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Attendance • Disadvantaged Pupils, outcomes including Pupil Premium & Catch Up Premium and the impact review and intended spend • Line management of SENCo • Staff development & CPD
<p>Safeguarding/Assistant Headteacher Ms E Allsopp</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Safeguarding including Child Protection/Looked After Children/Virtual Schools • Prevent • RP Hub
<p>SEN Governor links Groups committee</p>	<p>The Groups committee of the Governors is responsible for:</p> <ul style="list-style-type: none"> • Overseeing the provision for students with SEN • Monitoring and evaluating the effectiveness of provision for students with SEN

The Specialised Learning Centre at Sir Robert Pattinson Academy is a strong team with a wide variety of skills and qualifications. Staff work closely together to meet the needs of our students and draw on our extensive skills and interest to support a diverse range of needs.

Learning Support Assistants are deployed in a wide range of lessons and support roles. The team also lead on the wide range of small group intervention that takes place within our Specialised Learning Centre.

The staff in the department, while working across the full age and subject range in the Academy they are linked to specialised areas. These ‘specialisms’ are taken from the four areas of need identified in the SEN/D Code of Practice 2014: Communication and Interaction, Cognition and learning, Social, Mental and Emotional Health and Sensory and/or Physical. These links allow targeted training for department staff, building specialised skill bases within the team, allowing the team to further develop their areas of strengths and enable us to support a wide range of need.

Section 3: Identification and assessment of SEN

As part of the new Children and Families Bill the Government passed a new SEN Code of Practice into law in June 2014. The Code identifies four areas or categories of Special Educational Need:

- Communication and Interaction
- Cognition and learning, Social
- Mental and Emotional Health
- Sensory and/or Physical

For statistical purposes, students can be categorised by their main area of need though pupils may have needs that span more than one category. The category in which a child is identified does not exclude them from accessing support and intervention identified for students in the other categories.

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a student into a category. At Sir Robert Pattinson Academy, we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person. This is often achieved through parental feedback, staff feedback, and student voice.

The Academy identifies children with Special Educational Needs by

- Students identified by a previous school when they join the academy.
- Students take GL tests on entering year 7 these tests cover the following:
 - English: focuses on grammar, punctuation and spelling, and on reading comprehension, using age-appropriate fiction and information texts.
 - New Group Reading Test (NGRT), a reading comprehension test that provides a reading age and a measure of phonemic awareness in less able readers.
 - New Group Spelling Test (NGRT) – a comprehensive spelling assessment.
 - Maths: assesses key aspect of maths appropriate to the age of the pupil including mental maths for those aged 8 and over.
 - Science: measures two dimensions of science learning, understanding of science content, and working scientifically (application of skills).
- Students in Year 7 who are below expected progress will be offered targeted 'catch up' sessions with the Specialised Learning Centre in an effort to ensure they have the chance to close any gaps in learning.
- Students who join the school mid-year will be assessed and discussions will take place with parents to assess any appropriate intervention or support.
- Teachers monitor student progress and will provide appropriate intervention at class level initially and escalate this to Heads of Department, and subsequently the SENCO if their support is not sufficient or there continues to be concerns about a student's progress.
- Ready to Learn tutors monitor student progress and well-being providing appropriate intervention at tutor level and will escalate to Directors of Learning, and subsequently the SENCO if their support is not sufficient.
- Where a parent is concerned about their child's progress or well-being they should not hesitate to contact the appropriate member of staff; in a first instance parents should contact the ready

to learn tutor. The Academy staff will listen to your thoughts, work with them to support their child and carry out further assessment if necessary.

- If a child's progress continues to be a concern further assessment may be carried out to ascertain whether the child has learning difficulties. Parents will be involved in this process.
- Should the school or parents decide that the student's needs may need to be met through an Education, Health and Care (EHC) plan an assessment request will be made to the Local Authority.

The following situations/criteria do not constitute SEN in themselves but they may be factors that could impact on progress and attainment:

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

The Academy makes support and provision available for students experiencing these potential barriers to learning through the use of the Pupil Premium grant and the Academy's Learning Intervention Team.

Section 4: A Graduated Approach to SEN Support

At Sir Robert Pattinson Academy we treat each student as an individual. We understand that students' SEN may not fit neatly into pre-populated categories or processes. Therefore, the information provided here is guidance to help all those involved understand the processes of assessment, planning, carrying out the plans and reviewing the student's progress. However, the Academy aims to be flexible when identifying and supporting students' with SEN through the Code of Practice's graduated approach of Assess-Plan-Do-Review. This may mean that a student will receive support at any stage of the process rather than waiting for further assessment. We aim to involve the student and parents in decision making and planning from the very beginning through the entire process.

The Academy staff (including the Academy SENCo) will primarily use the Academy's standard tracking and monitoring information when assessing progress and the impact of provision. The Academy tracks student progress at Key Stage 3 and GCSE grades at Key Stage 4. The Academy also tracks students' level of engagement in their learning and their behaviour.

Every teacher is responsible and accountable for the progress and development of students in their classes, including where students access support from Learning Support Assistants or specialist staff. High quality differentiated teaching, differentiated for students, is the first step in responding to the

needs of students who have or may have SEN. It is important to recognise that additional intervention and support cannot compensate for a lack of good quality teaching.

The Academy regularly reviews the quality of teaching through the performance management cycle. This involves lesson observation, peer coaching, target setting and reviewing and providing a wide range of professional learning opportunities.

Initial assessment to SEN Support

When there is concern about a student's progress or individual needs the class teacher, member of school staff, parents or student themselves should make contact with the Academy SENCo to seek advice.

The SENCo will make an initial assessment of the student's need and how they might best be supported. This initial assessment will include:

- collating and reviewing the progress data for the student
- gathering information from the student and other parties as required
- reviewing the student's work
- observing the student in lessons
- contacting the student's parents
- CAT4 Screening tests
- Eng, Maths, Sci standardised scores.
- Reading and Spelling age

If the student's progress or lack of progress is of concern a plan will be drawn up laying out how the student may be supported best. At this stage this may be suggested strategies that the class teachers should adopt to support the student. The responsibility for supporting the student and delivering strategies and possible interventions will lie with the class teacher(s). A date will be set for the student's progress to be reviewed. The student will be identified on the Academy SEN register in the SEN Support Category: Green.

SEN Support

Some students are categorised as having identified special educational needs that can be met through good quality, differentiated teaching. They may require a small amount of short term intervention work which would also be available to the majority of students and is likely to be curriculum department led. Where students require social, emotional and mental health provision the Academy's pastoral system will support them as appropriate. In some cases external specialists may already be involved with the student. The Academy SENCo will liaise with these specialists on behalf of the Academy staff. The support and intervention the student receives is managed by the class teacher(s) or pastoral staff with advice and guidance from the Academy SENCo.

Typical Academy actions for these students may include

- Identified on Academy management information system
- Progress tracked on SEN Student Tracker

- SEN Student profile on SIMs, the Academy's management information system
- Identified, teacher details and in class intervention on the class profiles
- Progress reviewed by SENCo at Academy tracking points and logged on SEN Student Tracker
- Feedback regarding progress to students at parents through standard Academy tracking system at each tracking point

If at the termly review, the student is beginning to make measureable and sustained progress the student will continue to be supported within the specialised learning centre. The guidance and support for the student will continue until the next tracking and review point. If, during further review(s), the student has continued to make measureable and sustained progress the student will be removed from the SEN register.

If at the termly review, or before if there is a serious level of concern, the student, despite targeted intervention and support within the classroom, continues to make little progress the student and the situation will be re-assessed by the Academy SENCo. The student and parents will be involved in the re-assessment which may involve external specialists being consulted.

Those students who do not make expected progress are categorised as having identified special educational needs which requires provision to be made over and above that which is the responsibility of the class teacher. This intervention would only be available to students with identified SEN. However, it is provision which could be reasonably expected to be available within the educational setting.

Typical Academy actions for these students may include

- Those actions completed for students identified SEN Support: Green
- Individual Student profiles for monitoring progress and tracking provision
- SENCo identified strategies on class profile and shared with staff
- A timetable with any in class support identified
- Students and parents invited to progress meetings at each tracking point
- End of academic year reports sent to parents

If at the termly review, the student is beginning to make measureable and sustained progress the student will continue to be supported. This will be dependent on the re-assessment that takes place during the review process. The guidance and support for the student will continue until the next tracking and review point. If, during further review(s), the student has continued to make measureable and sustained progress the student will be removed from the SEN register.

If at the termly review, or before if there is a serious level of concern, the student, despite targeted intervention and specialised support, continues to make little progress the student and the situation will be re-assessed by the Academy SENCo. The student and parents will be involved in the re-assessment which may involve external specialists being consulted. At this stage if the student continues to make poor progress part of the assessment process will involve consideration as to whether the student requires a Statutory Assessment.

Students undergoing Statutory Assessment or with Education, Health and Care (EHC) Plans or Statements: Red

These students are categorised as having identified special educational needs that require specialised intervention not reasonably expected to be available within educational settings. This intervention would only be available to students with identified SEN which requires provision to be made over and above that which is the responsibility of the class teacher.

The Local Authority lays out in its 'Local Offer' the arrangements and procedures for requesting and undertaking of a statutory assessment of SEN/D with a view to production of an EHC plan. There is clear information regarding the criteria and evidence required from school for these requests to be made and assessments to be carried out. This information is available at the following web link:

<http://www.lincolnshire.gov.uk/searchResults.aspx?qsearch=1&keywords=education+health+and+care+plans&x=0&y=0>

Typical Academy actions for these students may include

- Those actions completed for students with SEN Support
- The student will have a Statement or an EHC plan
- SENCo to liaise with external support services

The Academy will use the EHCP to identify support which is required and cannot reasonably be expected to be provided by the Academy without extra resources. This will map the provision required and the costings involved. It will also identify the requirement for support from outside agencies and specialists to be engaged and the potential costs involved in this.

The student's progress will be reviewed termly and the EHC plan or Statement will be reviewed at least annually and amended as appropriate. Provision and support will be reviewed at each meeting and the support planning amended as required.

Students leaving the SEN register

Where a student has made sustained and adequate progress they may no longer require special educational provision to be made. Therefore, these children no longer need to be identified on the Academy's SEN register. When reviews take place and students are 'removed' from the SEN register their SEN file is stored with their main school file. On the Academy's management information system the child's identification code is changed to 'non – SEN'. However, the previous information about provision and needs is retained on the Academy's management information system.

Section 5: Supporting students and families

The Local Authority provides information about support and provision available to children and families in its Local Offer for SEN/D. This is available as part of Lincolnshire County Council's Family Services Directory and can be accessed through the following web link:

<http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2>

The Academy also provides detailed information for parents about resources, provision and systems in place to support students with SEN/D in our 'Local Offer, SEN Information Report' available to view and download on our website.

Partnerships with External Agencies

The Academy works with a number of agencies and charities to seek advice and support to ensure that the needs of all children are fully understood and met. Some of these agencies/professionals include:

- Educational Psychologist
- Specialist Teacher Service – Dyslexia Outreach
- Autistic Outreach Specialist Teacher
- ECLIPs – Speech and Language Therapists
- School Nurse
- CAMHS
- Lincolnshire Teaching and Learning Centre
- Occupational Therapists
- ADHD Nurses
- Paediatricians and GPs
- Social Services

Transition

Transition can be a particularly difficult time for students with SEN/D to cope. At Sir Robert Pattinson Academy we have the following measures to ensure as smooth a transition as possible.

Joining the Academy in Year 7

- The SENCo attends transition day meetings with the SENCos in the feeder primary schools.
- SENCo attends transition meetings with parents and students at their primary school to plan ahead.
- Extra transitional visits may be arranged for your child.
- In some cases multi agency meetings are held to plan for transition if required.

Joining the Academy mid-year

- The Academy will make every effort to retrieve information from the previous school.
- Where advance notice is given we will endeavour to meet parents and the previous school to plan the transition.
- We will meet early with parents and the student to discuss concerns and strategies.

Moving between year groups within the Academy

- Students will have opportunity to discuss any worries about moving into the next year group with Learning Support Staff.
- Parents and students will be invited to a review meeting which involves planning for the next stage/year.

Moving classes within the Academy

- Plans to move a child's teaching group or tutor group will be discussed with students, and where possible with parents who will also be informed in writing, to enable them to be involved in decision making.

Moving to another school

- The Academy ensures that information is passed to the new school in a timely manner.
- We will contact the School SENCo and share information about special arrangements and support that has been made available to help your child achieve their goals.

Moving on after Year 11

- All students with SEN are invited to transition meetings during key stage 4 where progression routes for post 16 are discussed.
- Transition plans and support are put in place for those who require them.
- An independent guidance advisor is available if required.
- Those students with a Statement of SEN or an EHC plan will have a transition plan in place which is regularly monitored and reviewed.

Arrangements for ensuring equal opportunities in examinations and controlled assessments

For some students additional arrangements and adjustments can be made to enable them to fully access a range of tests/examinations. This might include additional time, rest breaks or the use of a scribe or a reader. The SENCo will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the Academy and recognised by JCQ (Joint Curriculum Qualifier – external exam verifier) can be accepted for access arrangements for public examinations.

Section 6: Provision and resources available

Funding to support SEN is delegated as part of the Academy's budget and reflects the Academy's profile for SEN. Support for students within the SEN Support category is funded through the Academy's budget.

If a student has an Education, Health and Care plan (EHC) or statement of SEN, these will identify the provision that is to be made in order to meet the identified needs. There may be extra costs involved in delivering the required amount of support and this funding is provided by the Local Authority.

The allocation of provision to the Specialised Learning Centre has allowed a wide variety of materials and equipment to be purchased, including specialised reading and spelling schemes and IT hardware and software.

Staff development

Staff training and development needs are identified through the Academy's performance management and professional learning programmes. Each member of staff identifies their strengths and training needs as part of this process. This enables staff and line managers to source appropriate training and development opportunities.

- An on-going programme of training is in place to ensure that teachers and non-teaching staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN. Recent training has covered: Safeguarding, Understanding and managing behaviour, Autism awareness, Supporting dyslexic students.
- SEND training is delivered to the whole Academy staff on a 3-weekly programme through the rise and shine training. Here the staff have the chance to ask questions and be given key updates on provision and SEND within the Academy.
- The SENCo actively engages with local opportunities to share best practice and keeps abreast of local and national initiatives and policy to support pupils with SEN.
- Teaching staff seek support and guidance from the SENCo and Learning Support Team as required.
- The Academy seeks advice and guidance from special schools and specialists to review, evaluate and develop provision for students who have a wide range of needs.
- The Academy also has staff in school with specialised expertise and qualifications including staff in the Learning Support Department.

Section 7: Monitoring and evaluation of SEN/D provision

Progress of students is monitored and tracked through the Academy's academic reviewing and reporting cycle and through SEN/D specific tracking. Progress is regularly reviewed and intervention and support adapted as required.

Provision and progress is evaluated annually. The Specialised Learning Centre Improvement and development plan sets out the planning for the year and is reviewed annually. The impact of our intervention programmes is measured and reviewed termly through impact reports and student progress data analysis.

The Academy seeks parental and students views at progress review points, EHC plan reviews and through parent and student surveys.

Section 8: Storing and managing information

Records and documentation regarding students with SEN are kept in locked filing cabinets. Some documentation is kept electronically on the secure Academy management information system. All record keeping and information sharing is in line with the requirements of the Data Protection Act 1998 and the Academy Safeguarding Policy.

Section 8: Complaints

Sir Robert Pattinson Academy prides itself on working closely in partnership with parents for the good of all our students. However, there is an approved procedure for dealing with complaints and the complaints policy can be found at the web link below. Any concern or query can be discussed with the Headteacher or member of staff concerned. Formal procedures involving the Governors may be invoked by contacting the Clerk to the Governors.

Section 9: SEND Information Report 2020

The SEND Information Report 2020 can be found on the Academy website which details the support and provision the Academy offers for students identified with SEND.

Section 10: Links to other documents

This policy links to our policies on:

- Accessibility
- Behaviour
- Equality information
- Supporting students with medical needs
- Admissions
- Staff and student code of conduct