



DROYLSDEN

Academy

Special Educational Needs policy

The Academy Trust shall have regard to the Special Educational Needs Code of Practice (2001) and any guidance issued by the Secretary of State relating to sections 316 and 316A of the Education Act 1996.

Droylsden Academy believes that every student has an entitlement to develop their full potential. Educational experiences are provided which develop students' achievements and recognise their individuality. Diversity is valued as a rich resource, which supports the learning of all. In this Academy, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities.

Aims:

The Academy aims to:

- help students develop their personalities, skills and abilities
- provide appropriate teaching which makes learning challenging and enjoyable
- provide equality of educational opportunity

Objectives

- Ensure implementation of government and LEA inclusion recommendations.
- Ensure the Academy's inclusion policy is implemented consistently by all staff
- Ensure any discrimination or prejudice is eradicated
- Identify barriers to learning and participation, and provide appropriately to meet a diversity of needs.
- Ensure all students have access to an appropriately differentiated curriculum.
- Recognise, value and celebrate students' achievements, however small.
- Work in partnership with parents/carers in supporting their child's education.
- Guide and support all school staff, governors and parents in inclusion issues.

Co-ordinating S.E.N.

- The Director of Inclusion and S.E.N.C.O. is Rebecca Lumb.
- The S.E.N. governor is
- The Deputy Director of Inclusion who also holds some responsibility for S.E.N. is Glynis Elsander.
- There are 6 Teaching assistants in the S.E.N. department.
- Appropriate provision will be made for all registered students with Special Educational Needs according to the student's individual learning difficulty.
- Information will be made available to all appropriate people regarding the educational

needs of students on the S.E.N. register.

- Teaching staff will be made aware of their responsibility for identifying, and providing for, those registered students who have Special Education Needs.
- The Academy will consult the LA and the governing bodies of other schools in the area, to the extent that this is necessary for co-ordinating provision for students with SEN.
- Where a child who has special educational needs is being educated in the Academy, those concerned with making special educational provision for the child shall secure that the child engages in the activities of the school together with children who do not have SEN, so far as is reasonably practicable and is compatible with:
 - (a) the child receiving the special educational provision which his learning difficulty calls for,
 - (b) the provision of efficient education for the children with whom he will be educated, and
 - (c) the efficient use of resources.
- The prospectus for Droylsden Academy shall include details of the Trust's policy for students with SEN and in particular shall include the information specified in Schedule 1 to the Education (Special Educational Needs) (Information) Regulations 1999 as amended or re-enacted from time to time. It shall also include details of the arrangements for the admission of disabled students; the steps taken to prevent disabled students from being treated less favourably than other students; and the facilities provided to assist access to the Academy by disabled students (disabled students meaning students who are disabled for the purposes of the Disability Discrimination).

Admissions

- Students with SEN are admitted on an equal basis with others in accordance with the Academy's admissions policy.
- Where the local authority proposes to name an Academy in a statement of SEN made in accordance with section 324 of the Education Act 1996, the Trust shall consent to being named, except where admitting the child would be incompatible with the provision of efficient education for other children; and where no reasonable steps may be made to secure compatibility. In deciding whether a child's inclusion would be incompatible with the efficient education of other children, the Trust shall have regard to the relevant guidance issued by the Secretary of State to maintained schools.
- In the event of any disagreement between the Trust and the local authority over the proposed naming of the Academy in a statement, the Trust may ask the Secretary of State to determine whether the Academy should be named. The Secretary of State's determination shall, subject only to any right of appeal which any parent or guardian of the child may have to the Special Educational Needs and Disability Tribunal (SENDIST), be final.
- If a parent or guardian of a child in respect of whom a statement is maintained by the local authority appeals to SENDIST either against the naming of the Academy in the child's SEN statement or asking the Tribunal to name the Academy, then the decision of the Tribunal on any such appeal shall be binding and shall, if different from that of the Secretary of State under paragraph 7 above, be substituted for the Secretary of State's decision.
- Where the Company has consented to the Academy being named in a child's statement of SEN, or the Secretary of State or SENDIST have determined that it should be named, the Trust shall admit the child to the Academy notwithstanding any provision of Annex 1 of the Supplement Agreement of the Academy.

Provision

- Support is available for students with S.E.N. in lessons in the form of TA support.
- There are 3 TAs allocated to specific curriculum areas; English, Science and Mathematics.
- There is a bi-lingual TA to support students who have E.A.L.
- Out of class support is also available for students who need specialist intervention for literacy, language and behaviour needs. This is provided on a withdrawal basis according to the needs of the student.

Identification of students with S.E.N.

- The academy makes every effort to identify students with S.E.N. during the intake process. Contact is made with every feeder primary school to identify students on the S.E.N. register. S.E.N. staff work with the transition team and visit the feeder primary schools to meet students on their S.E.N. registers and discuss the students needs.
- All students are screened for reading and spelling skills on their entry to the Academy. Students for whom this raises possible issues are then asked to complete further assessments to identify specific needs.
- Students can be referred to the S.E.N. department at any time by staff and/or parents. At this point an assessment of need can be made.
- Where the Academy does not have staff trained to assess the specific needs of a student it is able to utilise specialist support from the LA.

Specialist S.E.N. Provision

- The Academy does not specialise in any area of S.E.N.

Allocation of Resources

- Resources are allocated according to individual student needs.

S.E.N. Students' Access to the Curriculum

- All S.E.N. students have a timetable for lessons with non-S.E.N. students and support is provided in class where the student has a specific need in that curriculum area.
- Each Faculty has a dedicated Inclusion manager whose role is to oversee Inclusion, which incorporates S.E.N., in their curriculum area.

Evaluation of S.E.N. Provision by the Governing Body

- The Director of Inclusion provides a written report to the governing body annually.

Complaints from Parents regarding S.E.N.

- Concerns regarding provision for a specific student should initially be made to the student's Key Worker, who will inform the Director of Inclusion has been made and what actions have been taken as a result.
- Further concerns should be addressed to the Director of Inclusion who will inform the Principal of the complaint and the actions taken as a result.
- Where a parent is still not satisfied that their child's needs are being met their complaint should be addressed to the Principal.

Training of S.E.N. Staff

- All S.E.N. staff, teaching and non-teaching, are subject to the Academy's performance management systems.
- All S.E.N. staff should have a portfolio of training undertaken in the past, current qualifications and future training needs.
- The Academy will undertake to train staff to ensure that appropriate skills are available to meet the needs of the students.

Partnership with Parents

- The Academy recognises the important role played by parents/carers of all students in their child's education, particularly those students with S.E.N.
- Parents/carers are contacted as soon as it is suspected that their child has any S.E.N. and informed of any further assessments needed to identify their child's need in detail.
- Regular contact is maintained between the key worker assigned to the student and their parent/carer so that they are aware of the support being provided for their child and the progress being made.

Links with other Educational Establishments

- The Academy maintains links with its feeder Primary schools and ensures that the transition of students into the Academy at the beginning of Key Stage 3 is as smooth as possible. Where necessary individual transition arrangements are put in place in conjunction with the Primary school.
- The Academy maintains links with local Further Education establishments and ensures that the transition of students to the next phase of their education is as easy as possible by passing detailed information to the new provider regarding the student's S.E.N. and the support they have received. Where necessary individual transition arrangements are put in place in conjunction with the FE College.
- When a student transfers into the Academy during the academic year we will make contact with the previous school to ascertain the student's needs and the support they have received. An appropriate action plan will then be drawn up and the student's parents/carers informed of the plans for the transition of their child into the academy.
- When a student transfers out of the Academy during the academic year we will make contact with their new school and provide information regarding the student's S.E.N. and the support that they have received whilst at the Academy.

Evaluating the S.E.N Policy

- The S.E.N. policy is reviewed annually at the end of the academic year.
- The evaluation focuses on identifying how far the aims of the policy have been met and how effective the provision for S.E.N. has been.
- The policy will be revised and amended appropriately in response to these findings.