



# SHAVINGTON ACADEMY



## SPECIAL EDUCATIONAL NEEDS Information for Stakeholders

## **BASIC INFORMATION**

### **A) OBJECTIVES**

Within the context of the academy's aims, the Special Educational Needs Policy will:

- Give pupils with Special Educational Needs access to the school curriculum with the emphasis on integration into mainstream classes;
- Recognise the individual differences of pupils and make provision for their individual needs through appropriate differentiation;
- Ensure that this differentiated curriculum provides for continuity and progression;
- Monitor and review the progress of pupils with special needs with the pupils themselves and their parents;
- Encourage every child to play a full part in the whole life of the academy
- Value the contribution of each child and encourage each one to fulfil his or her potential; and
- Ensure that the 'Whole School' policy for provision of pupils with Special Educational Needs is reflected in policy and practice throughout the academy.

## THOSE HAVING RESPONSIBILITY

<b>SEND strategic lead:</b>	The Assistant Headteacher has strategic responsibility for coordinating identification, assessment, provision and review for pupils with Special Needs.
<b>SENDCo:</b>	The SENDCo works closely with the SEND Strategic Lead, to meet the needs of pupil with physical and medical needs, as well as pupils with an EHCP.
<b>Deputy SEND Lead</b>	The Deputy SEND Lead works closely with the SEND Strategic Lead to support the needs of those with mental health issues that are ongoing and need additional support as a result
<b>Literacy leader</b>	<p>The Literacy Leader arranges for reading age tests to be completed, ensure that the scheme of work for Literacy supports accelerated progress, and ensures that the scheme of work in English supports acquisition and development of reading, writing and oral skills.</p> <p>They monitor the progress of pupils who have an identified need in literacy and arranges support to meet those needs.</p>
<b>Numeracy leader</b>	<p>The Numeracy Leader arranges for numeracy tests to be completed, ensure that the scheme of work for Numeracy supports accelerated progress, and ensures that the scheme of work in Mathematics supports acquisition and development of confidence and skills.</p> <p>They monitors the progress of pupils who have an identified need in numeracy and arranges support to meet those needs.</p>
<b>Designated Child Protection Officer</b>	All safeguarding concerns should come to the Designated Child Protection Officer. All staff are made aware of this, including supply and support staff. Pupils are encouraged to report to ANY staff that they feel comfortable with, and it is the responsibility of the member of staff to report concerns to the designated officer.
<b>Deputy Designated Child Protection Officer</b>	In the Designated Child Protection Officer's absence, all safeguarding concerns should to referred to the Deputy Designated Child Protection Officer.
<b>Designated Governor</b>	Governor with responsibility for Special Educations Needs Provision The SEND Governor has strategic oversight and expertise in the area of SEND.

They will liaise with the SEND Strategic Lead and receive information through the Pupil and Curriculum Committee, held termly.

**Senior**

**Attendance Officer** Contact with parents regarding their medical needs and supports provision in school.

**Pastoral  
Managers**

Each year group (7-11) has a Head of Year. The Pastoral Head of Year is the main point of contact for pupils with emotional and behaviour needs for each year group. They lead a number of strategies to reduce barriers to success and inclusion.

**Vulnerable Pupil  
Club**

Lunch / Break  
Times

Run by the Deputy Pastoral Managers

## **B) CO-ORDINATION OF EDUCATIONAL PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

### **i. Group Meeting (SEN)**

The Pastoral Team is composed of SEND Leads, Child Protection and Pastoral Leaders. The team meet regularly and are all lined managed by Strategic SEND Lead to ensure there is a joined up approach to meeting a childs needs

### **ii. SENDCo**

The SENDCo has responsibility for provision for pupils with Special Educational Needs under the supervision of the SEND Strategic Lead. Records and documents are crucial in monitoring provision for special needs, and they have responsibility for this administration.

### **iii. Register of Special Educational Needs**

This list of pupils identified as having special needs is held on the schools sharepoint site. Lists of pupils' difficulties are recorded on an internal register and are collated by the SEND lead who liaises regularly with Literacy and Numeracy Leads, Attendance, Pastoral Manager and SENDCo, and all stakeholders.

### **iv. First Concerns Profiles and SEND Support Plans**

First Concerns Profiles and SEND Support Plans describe pupil's needs and set out strategies to be used by staff and pupils. In addition, pupils on the register may be assigned a subject target after each data capture, to focus their progress.

## **C) ADMISSIONS POLICY**

Shavington Academy welcomes all children who are able to benefit from the curriculum the school offers.

- **Wheelchair Access** – 70% of the school is accessible to wheelchair users and this includes a toilet facility.
- **School Environment** – The school provides a caring environment with a positive achievement culture which helps pupils achieve their potential.

- **Mainstream Environment** – The academy’s policy emphasises integration of pupils in mainstream classes. To achieve this, various measures of support in terms of modified courses and resources and provision of classroom assistants or additional teachers are adopted. When pupils seek admission to the school, a careful assessment of the pupil’s needs is made, to ensure that the resources the school is able to provide, together with any additional resources provided by the authority, will secure appropriate access to the curriculum.
- **Induction** – The academy’s Induction Programme is an essential part of its admission arrangements. The programme’s emphasis is on continuity of curriculum and care to remove the fears and anxieties of transfer to secondary school and is particularly effective in providing for pupils with special needs. The programme runs throughout Year 6 and parents of pupils with special needs who wish their child to participate in the Induction Programme are asked to contact the school at an early date. Pupils with special needs who join in later years follow an individual induction programme.

## **IDENTIFICATION, ASSESSMENT AND PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

### **A) IDENTIFICATION**

#### **Primary Liaison**

Early identification and swift action are often crucial to effective provision for pupils with Special Educational Needs.

The Primary Transition Co-ordinator liaises with colleagues in the Primary School and alerts the SEND Strategic Lead and the SENDCo who oversees pupils with special needs. The Primary Transition Co-ordinator regularly meets with primary colleagues and bespoke induction/ visits are organized to that the transition is smooth.

In addition, in year admission requests trigger a meeting with a member of the Senior Leadership Team, where needs can be identified prior to starting.

#### **Regular Monitoring**

Recognising that special needs may arise at any time, the academy uses the regular system of Data Capture assessments, Mindset for Learning scores for each lesson and attendance records to inform reviews of progress. The academy's deployment of its resources are reviewed in the light of emerging or receding needs. Teachers may refer a pupil at any time if they feel he or she may have special needs. Referrals must be made in writing or via email form to the SENDCo.

#### **Parent Referrals**

We recognise that the education of each child is most effective where parents and teachers work in partnership. Parents have valuable insights into their children's progress. Regular consultation takes place at parent's evenings and reviews. We invite parents who are concerned that their child might have special needs to contact the SEND Strategic Lead. However, it must be acknowledged that the context of home and school are very different. Our aim is to secure the skills of independence and resilience, to match achievement, so that each pupil has the best possible life chances. Schools have valuable expertise and this must be acknowledged when deciding appropriate provision.

#### **Outside Agencies**

The academy works closely with a number of agencies: Educational Psychologists, CAMHS, GPs, School Health Service and the youth engagement service, etc who, from time to time, identify pupils with special needs and indeed suggest strategies which might be used in providing for those needs.

## **B) ASSESSMENT**

Every pupil in the academy is subject to a regular programme of assessment and review through coursework, tests, projects and examinations, but pupils with special needs have closer monitoring and more frequent review to set realistic, short term targets and recognise achievements in a way which helps and supports their progress. Diagnostic and screening tests are used to supplement the normal round of assessments.

All pupils on the Special Needs Register are monitored closely but those with SEND Support Plans and Educational Health Care Plans have formal reviews with staff and parents at the intervals specified in the Plan.

## **C) PROVISION FOR PUPILS WITH SPECIAL NEEDS**

### **Budget**

Provision for special needs is contained within the budget delegated to the academy by the Authority. Additional funds may be provided by the enhanced delegation budget and for pupils have a Educational Health Care Plan. The academy also provides resources to support pupils with special needs from element 2 funding for those with additional cognitive needs.

### **Central Provision**

Provision for certain pupils, such as those with visual impairment, hearing impairment and specific learning difficulties is not delegated to the academy. Support teachers, equipment, materials and resources for these pupils are provided by the County.

### **Subject Provision**

Responsibility for each child is every one's responsibility, and subject teachers are accountable for the progress of their assigned classes. The departments make provision for all pupils, including those with special needs, by providing differentiated courses and materials and appropriate staffing and grouping policies. In addition, pupils may be encouraged to focus their efforts and make greater progress, through subject targets given by the SEND leads.

### **Classroom Support**

Certain pupils are supported in class by Teaching Assistants. Classroom support is a very expensive resource and is targeted clearly and deployed with care to positively impact on pupils' needs, whilst maintaining child's independence.

### **Voluntary Help**

The academy is grateful for the help of volunteers, both pupils and adults, who enrich and extend the provision for pupils with special needs. All volunteers must have been vetted through the DBS process.

#### **D) SUCCESS CRITERIA**

Clearly established success criteria are at the heart of provision for special needs. SEND Support Plans set out strategies which are understood by the pupil, parents and teacher. These are tangible, achievable and focused at the specific point of need. It is highly likely that pupil will have only one target, for half a term, so that success can be seen and rewarded. This is part of the plan, do review process to ensure that provision is appropriate and supporting progress

#### **E) ACCESS AND INTEGRATION**

Pupils with special needs are integrated into mainstream classes as far as possible, and follow the National Curriculum for much of the time. Other adults may be deployed to support children in the classroom, or they may withdraw a pupil to provide individualised learning or re enforcement. These decisions are made collaboratively between the subject teacher, other adults and SEND leads across the academy.

Support is sensitively provided to avoid stigmatising pupils and there are mixed ability form groups and subject groups which promote integration. The academy monitors the effectiveness of its Equal Opportunities Policies.

#### **F) COMPLAINTS PROCEDURE**

The academy aims to involve parents closely in the education of their child and we hope that any concerns expressed to subject teachers, form tutors, the SENDCo or SEND Strategic Lead will be dealt with promptly. However, should parents feel that the issue has not been resolved, they should contact the Head Teacher. The school's Complaint Procedure is available on the web site. Our aim is to achieve a speedy response and resolution of the pupils' difficulties.

## **STAFFING AND PARTNERSHIP WITH OUTSIDE AGENCIES**

### **A) STAFF DEPLOYMENT**

#### **Whole Staff and Groups**

The Continuing Professional Development programme of the academy is devised each year, based on identified whole school, departmental and individual staff needs. It is widely acknowledged that good teaching is an effective solution in reducing a child's barriers to learning, and therefore training related to teaching and learning is key to the success of pupils with SEND. In addition, training is brought in to meet the specific needs of children, particularly if they have a medical need. Meeting statutory requirements and responding to changes in statutory requirements are responded to, via the whole school training programme.

#### **Individual Staff Development**

Each year, teachers and support staff set targets for their professional learning that year. Staff may wish to pursue their own professional development in the area of SEND and the school is supportive of personal development. The SEND Leads and Teaching Assistants ensure that their professional learning is up to date, to best meet the needs of children.

### **B) SUPPORT SERVICES AND AGENCIES**

In providing for pupils with Special Educational Needs, the academy receives valuable support from a number of services and agencies.

#### **Educational Psychology Service**

The SENDCo liaises with the Educational Psychologist, and will follow advice both with staff and parents.

#### **External sources of support**

The Cheshire East Autism Team is working with the academy. We can also access support for children with visual and/or hearing impairment.

### **C) PARTNERSHIP WITH PARENTS**

Much of the academy's success in providing for pupils with special needs comes from the active participation of parents. In addition to the academy's regular parents' evenings, parents of pupils with special needs are encouraged to email colleagues or telephone into school and to meet with the SENDCo and particularly at the formal reviews of pupil's progress.

### **D) LINKS WITH SCHOOLS AND COLLEGES**

Links with our partner primary schools are described in the Admissions Section. Similar close links exist with South Cheshire and Reaseheath Colleges. The youth engagement team provide bespoke support to children with SEND.

The academy organises its work experience in securing appropriate placements for pupils.

### **E) LINKS WITH HEALTH, EDUCATION WELFARE AND SOCIAL SERVICES**

The academy works closely with the School Nurses Team. Speech Therapy Clinics continue to send advice to school. The academy is also able to access a bereavement service and to liaise with GPs and CAMHS.

The Policy Statement outlines the provision made for pupils with Special Educational Needs at Shavington Academy. If you need further details, contact our Assistant Head teacher for Pastoral and Inclusion on 01270 685111.