



St Alban's Academy

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY



Description	
The Principal of the academy	Mark Dalton
The academic year of the document	2018 - 19
Chair of Governors	Jo Dawson

POLICY INFORMATION

Named personnel with designated responsibility for SEND

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2018-19	Kate Lewis	Rachel Wheeler	Debbie Westwood	J Dawson

Policy review dates (frequency of review: annual)

Review Date	Changes made	By whom
December 2018	Policy reviewed and edited	R.Wheeler

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2018/19	January 2019	J. DAWSON

Dates of staff training for this academic year

Dates	Course Title	Staff
19/10/18	SLCD	All Staff
7/11/18	Mental Health	SENCO
	Set 5 teaching strategies	All Staff
TBC	Epipen training	All staff
Other to be arranged.		

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1 INTRODUCTION

Whilst all schools have statutory responsibilities for students with Special Educational Needs and Disabilities (SEND) as covered by the special educational needs and disabilities code of practice (DfE 00205 2013) we support our academies to go above and beyond this in four distinctive ways:

- a Early identification.
- b Forensic teaching.
- c High impact intervention.
- d Review and response.

2 EARLY IDENTIFICATION

2.1 Universal Screening

We ensure that every child in Year 7 is screened at the start of the school year and that every child joining St Alban's Academy after this point is screened on entry.

2.1.1 In Year 7 every child is assessed to determine their reading age and their speaking and listening level. Children who this highlights as being below expected level or who are already on the SEN register from KS2 will then be tested to provide full diagnostic feedback on their needs to their teachers. This may include dyslexia screening, and literacy or maths profiles. For students who display early signs of high level challenging behaviour, anxiety or withdrawal the Strength and Difficulties Questionnaire (SDQ) will be used.

2.1.2 Children who are behind the expected levels in English and mathematics are not automatically designated as having Special Educational Needs but are provided with the teaching they need to make the progress required. It is only after a persistent problem that requires additional support has been identified that a child may be said to have SEN.

2.2 On-going identification

Our academies are data rich environments and the six weekly data collection for core subjects is used to monitor the academic progress of every child and highlight both emerging issues and the impact of any intervention. The weekly review of behaviour data highlights where students are displaying behavioural problems.

FORENSIC TEACHING

We train our teachers to understand the needs of every child they teach, and to systematically and thoroughly review the progress each child is making.

Our teachers are trained to understand the needs of each child in their class so that they can plan to meet those needs appropriately. For children with identified SEND this can mean adapting their teaching to ensure rapid catch up or in some cases simply ensuring that the child can access the curriculum fully.

We prioritise this training and have designed specific modules for every teacher from those on our initial teacher training programme, through middle and senior leadership programmes. Our inclusion team provide bespoke whole school training to ensure that all teachers are able to meet the needs of the children in their classes. This includes teaching reading and writing, techniques for meeting the needs of dyslexic and autistic children, de-escalating challenging behaviour and creating communication friendly classrooms.

3 HIGH IMPACT INTERVENTION

We support the use of specific high impact interventions and teaching techniques that have proven impact in addressing the most common needs our students present.

When a problem is highlighted the academy identifies, implements and reviews the most appropriate intervention for each individual student (see Table 1). These range from adapted teaching techniques in the mainstream classroom to specific interventions to support students with particular learning needs. We train school staff in a number of interventions that have been proven to have the most significant impact across our network and further afield in addressing commonly encountered Special Educational Needs.

	Wave 1: Mainstream classroom	Wave 2: School-based additional intervention	Wave 3: Specialist intervention
Literacy (inc speaking, listening and communication)	Daily Literacy Time <i>Vocabulary Development</i>	Individual tailored programmes Read Write Inc Fresh Start and SRA	“Access to Education” including Educational Psychology, Pupil and School Support Service <i>City of Birmingham School (COBS)</i>
Numeracy	Select Groups <i>In class support</i>	Additional Time <i>One to one tuition</i>	Child and Adolescent Mental Health (CAMHS)
Social, emotional and mental health needs	Learning Support Centre (multiple programmes) <i>Social Interaction Groups</i>		Speech and Language Therapist (SALT) Communication and Autism Team (CAT)

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Table 1: ARK Schools high impact initiatives

4 REVIEW AND RESPONSE

Meeting the needs of children with SEND is a whole academy responsibility; accountability at every level ensures we reduce the number of children on our SEN registers and who are excluded from our schools.

- 4.1.1 Support for all students is coordinated through each academies inclusion map (EDUKEY online Provision mapping tool here at St Alban's). If a student receives additional support from school staff or external agencies then this is measured and reviewed using the following cycle:
- a Baseline assessment (Assess)
 - b Target setting (Plan)
 - c Targeted support (Do)
 - d Review and evaluation (Review)
- 4.1.2 The class teacher is responsible for the progress of each child in their class and reviewing the impact of any intervention. Where progress and/or behaviour remain a significant cause for concern, despite targeted teaching and support, heads of faculty in consultation with the SENCo will determine whether to refer the student for specialist assessment. Where such an assessment confirms that the student has a learning difficulty which requires special educational provision, the SENCO places the student on the SEN register at SEN Support.
- 4.1.3 School leadership teams review the progress of all students every six weeks and make appropriate responses to this data. They report numbers on the SEN register and exclusions termly to the LGB and ARK Schools.

5 EQUALITY IMPACT STATEMENT

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity. We will use an appropriate Equality Impact Assessment to monitor the impact of all our policies and the policy may be amended as a result of this assessment.