

SEND & Inclusion Policy

Ashmole Academy



Written by: Mrs McLaren – Deputy Head Teacher

Approved by: Mr Sullivan – Executive Head Teacher **Date:** September 2022

Last reviewed on: September 2022

Next review due by: September 2023



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SEND and Inclusion Policy

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For more information please see the SEND Information Report.

Aims:

Ashmole Academy is committed to providing a high quality education for all children. We make our best endeavours to support students in overcoming obstacles to learning so that they achieve their potential and become as independent as possible in preparation for adulthood.

We work collaboratively with students, families and external agencies to:

- Provide SEND students with the same opportunities as all students as appropriate to their age and ability
- Ensure access to a broad and balanced curriculum through differentiated lessons and interventions, called the Plan, Do, Review cycle
- Identify needs and provide interventions; all staff share the responsibility for identifying, assessing and meeting the needs of children with SEND
- Ensure that resources and strategies are identified and coordinated according to the needs of individual children
- Maintain accurate and up to date SEND and Monitor student lists
- Review progress of SEND students on a termly basis
- Work in partnership with parents, pupils and outside agencies (as appropriate) to review progress, set targets and discuss interventions
- Co-produce with parents and pupils achievable and relevant targets for children on the SEND register
- Ensure that all governors and parents are aware of the policy and SEND Information Report

SENCO

The SENCO is Miss White and the Assistant SENCO is Miss Hatt. Mrs Logie is the SEND Manager, who may be contacted at Ashmole Academy in the first instance, either by telephone or by email to staff@ashmoleacademy.org.

Definition of Special Educational Needs (SEND):

A child or young person has SEND 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:

- has a significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or where as a direct result of the disability he or she has a significantly greater difficulty in learning than the majority of others of the same age

Disabled children and young people:

Some students who have SEND may have a disability under the Equality Act 2010, – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition can include sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

The kinds of SEND that are provided for:

We have experience of supporting a range of needs, across the four broad areas of need, including:

- Cognition and Learning (e.g. specific learning difficulties such as Dyslexia, Dyscalculia and Dyspraxia)
- Communication and Interaction (e.g. Autistic Spectrum Disorder, Asperger’s Syndrome, speech, language and communication needs)
- Sensory/and or Physical (e.g. Hearing Impairments, Visual Impairments and Multi-Sensory Impairments)
- Social, Emotional and Mental Health (e.g. ADD, ADHD, Tourette’s Syndrome)

Identification and Provision

At Ashmole Academy we identify needs, put appropriate interventions in place and monitor progress closely. This is part of the whole school Plan, Do and Review cycle for children at SEND Support and for those who have Education, Health and Care plans. The progress of all students remains the responsibility of the Subject Teacher.

The Year 7 Transition Co-ordinator and SENCO liaise closely with primary schools, external agencies and families to gather information about students who receive SEND Support or who might need it in the future.

For students with an Education, Health and Care plan, it is the responsibility of the Local Authority to consult with the Head teacher on behalf of parents/carers to request a place at the school. The Head teacher will review the EHCP and consider if the school is able to meet a child's needs. The Head teacher will then respond directly to the Local Authority.

Teachers conduct Baseline Assessments in the first term of Year 7 Spelling and reading comprehension tests are also administered to identify those who are significantly below average for their age in reading and/or spelling so that the SEND Department can arrange appropriate interventions with the student and family. At any stage throughout their school career, students can be referred to the SENCO for assessment, advice and where appropriate, additional support.

Students may also present with social, emotional or behaviour difficulties. These are initially referred to the Learning Mentor for the Year Group, but may be referred for SEND support if sufficient improvement is not made where an identified and confirmed condition represents a significant obstacle to their learning.

The school recognises that students with medical conditions need to be appropriately supported to promote full access to the broad and balanced curriculum and be fully included in the school community. Students with medical conditions will not normally require SEND Support unless their medical need has a significant impact on their learning.

Where a student has a more significant and long-term need, it may be necessary to involve the expertise of External Agencies. Any application for an Education, Health and Care Plan is made with the advice of External Agencies.

Provision for children with SEND is outlined in more detail in the SEN Information Report. All interventions aim to secure at least adequate progress which:

- Prevents the attainment gap between the child and his peers from widening
- Improves the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help and independence
- Demonstrates improvements in the child's social, emotional and mental health

Access to the curriculum and integration of children with SEND

All teachers are SEND teachers, responsible for inclusion in the school community, achievement and the provision of high quality, differentiated teaching for individual pupils.

Collaboration and Transition

We work in partnership with students, parents/carers and relevant external agencies. We support students in understanding their difficulties and conditions so that they can make informed decisions about their support. We promote increased independence whenever appropriate. External support services play an important role in helping the school to identify, assess and make provision for children with SEND. Outside agencies may be contacted for a child on the SEND register. Parents/Carers are always informed when we would like to seek the advice of an external agency.

The SENCO attends Transition Meetings in primary school for students with Education Health and Care plans. Transition meetings are held in Year 9, 10 and 11 as part of the Annual Review process for students with EHCPs. Students are assisted with the identification of suitable post 16 courses. The SENCO liaises with the course provider as appropriate.

When children transfer to or from another secondary school, their records are forwarded or requested to ensure continuity of provision.

Complaints procedure

Complaints from parents/carers about provision of SEND should, in the first instance, be raised with the SENCO who will try to assess and resolve the situation. Formal complaints will be dealt with by the Head Teacher through the school's complaints procedure.