

# Ashmole Academy

## SEND and Inclusion Policy

September 2017

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
- Identify needs and provide prompt interventions with all staff sharing the responsibility for identifying, assessing and meeting the needs of children with SEND
- Ensure access to a broad and balanced curriculum through differentiated lessons and interventions, called the Plan, Do, Review cycle
- Maintain accurate and up to date SEND or Monitor 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 on a Termly basis
- To ensure that resources are identified and coordinated according to the needs of individual children, as outlined in the intervention maps
- To ensure that all governors and parents are aware of the policy and SEND Information Report
- To co-produce with parents and pupils achievable and relevant targets for children on the SEND register

### SENCO

The SENCO is Mrs Ireland who may be contacted at Ashmole Academy in the first instance or Mrs Logie, SEN Manager, either by telephone or by email to [office@ashmoleacademy.org](mailto:office@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. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. 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, including:

### Cognition and Learning

Specific Learning Difficulties (e.g. Dyslexia and Dyscalculia)

Moderate Learning Difficulties

Global Developmental Delay

Microcephalia

### Communication and Interaction

Autism Spectrum Conditions: Asperger's Syndrome (mild and moderate) and Autism (mild and moderate)

Auditory Processing Disorder

Semantic Pragmatic Disorder

### Sensory/Physical

Dyspraxia

Fragile X

Klinefelter's Syndrome

Soto's Syndrome

Marfan's Syndrome

Cerebral Palsy

Epilepsy  
Mild to moderate Hearing Impairment  
Mild to moderate Visual Impairment

#### Social, Emotional and Mental Health

Tourette's Syndrome  
ADHD and ADD  
Obsessive Compulsive Disorder  
Anxiety  
Social and emotional difficulties

### **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 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 SENCO administers a spelling and reading comprehension test for those students with a SEN need, in the first few weeks of Year 7. This is repeated in Year 9 to check rate of progress. From these tests we identify those who are significantly below the average for their age in reading and/or spelling so that we can arrange appropriate interventions with the student and family.

Information from primary schools, external agencies, the student and families is also used to identify those students who are currently receiving SEND Support or who might need it in the future.

Teachers conduct Baseline Assessments in the first term of Year 7 to identify those students who are significantly below the expected level. 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 SEN 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 will not normally require SEN 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.
- Closes the attainment gap between the child and his peers.
- 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 Statements/EHCPs. Transition meetings are held in Year 9, 10 and 11 as part of the Annual Review process for students with EHCPs/Statements. 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.