

SEND Policy

Rise Academy educates young people with a range of learning difficulties, including social, emotional and mental health problems. This policy must be read in conjunction with the Rise Academy Safeguarding policy.

This policy meets the requirements of the SEN Code of Practice (2014).

Definition of Special Educational Needs (SEN)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- 1 Have a significantly greater difficulty in learning than the majority of others the same age; or
- 2 Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions.

SEN Code of Practice 2014.

Aims of this policy

The aims are:

- to create an environment that meets the educational needs of each young person
- to ensure that the special educational needs of young people are identified, assessed and provided for
- to make clear the expectations of all partners in the process
- to enable all young people to make academic progress
- to ensure that parents and carers are informed and play a part in supporting their child's education and future provision Post – 16
- to ensure that young people have a voice in the process

The objectives of this policy

The objectives are:

- to adopt a graduated approach that includes a range of responses and when required, other professionals to bring increasing knowledge to support the needs of the young person
- to differentiate within lessons to ensure all young people are included in a lesson
- to work in partnership with parents and carers, ensuring that they are consulted and well-informed and that their views are considered
- to ensure that young people are involved in their own Individual Learning Journey
- to provide appropriate and regular CPD to improve the expertise of staff
- to maintain a range of appropriate resources for young people with special needs

Intervention

Intervention will be triggered when a young person:

- makes little or no progress in learning
- continues to work at levels significantly below those expected, or of their peers
- presents persistent emotional or mental health difficulties
- has communication or social difficulties

Identification

If a young person continues to make little progress or any difficulties do not improve through targeted support then a referral will be made to the SEN Co-ordinator (SENCO). The SENCO will investigate the concerns about a young person. This will involve meetings with parents and carers, the young person and any other agencies involved with the family.

The SENCO will then decide on appropriate support to ensure academic progress and may involve a referral to the Educational Psychological Service for further assessment of learning needs.

Provision

The graduated response ensures that a range of strategies are agreed for each young person, which is reviewed regularly. Each young person requiring additional support will have a multi-element plan to identify the times and places when support is required.

All young people at Rise Academy have the following:

- a key worker
- small group teaching in all subject areas

When additional support is required this may be through:

- 1:1 support for literacy and numeracy
- Dyslexia screening
- Diagnostic testing of reading, spelling
- Support in the Nurture Group for emotional, mental health and social difficulties
- Lego Club to support social interaction

Complaints

Complaints about SEN provision are first dealt with by the SENCO and if a satisfactory conclusion cannot be reached then an appointment to see the Headteacher should be arranged. If a satisfactory conclusion can still not be reached then the complaint would be passed to the complaints committee of the Rise Academy Management Committee for further consideration.

Reviewing the policy

This policy will be reviewed annually.

Date: September 2015. Review date: September 2016