

# Special Educational Needs and Disabilities (SEND)



<b>Approved by:</b>	Sadie Hartley	<b>Date:</b> 1.12.20
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## 1. Aims and Objectives

The aims of this policy are:

- › To create an inclusive and equitable environment that meets the educational needs of each young person
- › To ensure that the special educational needs of young people are identified, assessed and supported
- › To make clear the expectations and roles of all staff and stakeholders in the process
- › To enable all young people, make academic and personal progress
- › To ensure that support is person centered and the child/young person and their family contribute to the process

**The objectives of this policy:**

- › To provide Quality First Teaching with appropriate differentiation to ensure all learners are included, where possible
- › To adopt a graduated approach to assessing needs, that includes support from a range of external professionals to give support and guidance when necessary
- › 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 opportunities to improve the expertise of staff

## 2. Statutory requirements

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

This policy must be read in conjunction with the Rise Academy Safeguarding policy, RSHE Policy and Behavior Policy.

At Rise Academy we provide a graduated approach to SEND support as set out in this policy.

## 3. Definition

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)

The SEN Code of Practice states that a child's needs and requirements fall into four broad areas or categories as follows:

- Communication and Interaction
- Cognition and Learning
- Sensory and/or Physical needs
- Social, Emotional and Mental Health Difficulties

## 4. Local Offer

Rise Academy is a Pupil Referral Unit based in Hull City Centre supporting KS3 and KS4 students across 3 sites. We also have an in reach provision Rising Stars which supports KS2 pupils. Pupils are referred to Rise Academy in one the following ways:

- By the Local Authority following permanent exclusion from a mainstream Secondary School (KS4)
- By the secondary school; to support with assessing and managing a student's SEMH needs, in order prevent permanent exclusion (KS3 and KS4)
- As part of the Rise Academy Outreach Project or One Hull Offer
- Via the Local Authority EHCP consultation process, for those learners whom alternative or vocational provision is deemed appropriate.

The main aim of our KS2 and KS3 provision is to support a transition back into mainstream education, where possible.

## 5. Curriculum

At Rise Academy, our curriculum is tailored to meet the needs of children and young people as individuals. This provides the best platform for success. By identifying and addressing gaps in learning and having a holistic approach to their difficulties we can ensure they are enthusiastic about learning and can take their place in modern Britain regardless of their background, special need, disability or previous academic history.

Our curriculum extends beyond the classroom walls, enriches our student's lives and broadens their horizons.

The Rise Academy curriculum is developed to ensure that our students have the basic skills needed to become successful adults with qualifications that have currency in the workplace.

The curriculum and wrap around high quality support for emotional well-being provides the framework for maximum engagement in learning and life skills to sustain a healthy and productive adult life.

## 6. Assess, plan, do, review

### Assess

Further assessment and intervention will be triggered when a young person:

- is not making adequate academic progress despite attendance to lessons
- continues to work at levels significantly below those expected, or of their peers
- presents persistent emotional, social or mental health difficulties
- has significant communication or social difficulties
- has a condition or disability that prevents or hinders them from making use of educational facilities

If a young person continues to make little progress or any difficulties does not improve with targeted support, then a referral will be made to the SEND Co-Ordinator (SENCO) with permission from the child/young person's parent/carer and recorded on the SEND referral form and Integris.

The SENCO will investigate the concerns about a young person further including the following; consultations with staff, observations of the students within lessons, meetings with parents and carers, the young person and any other agencies involved with the family.

The SENCO will then decide on appropriate support for the student, this may involve the use of further assessments including;

- Cognitive Assessments including; reading, spelling, comprehension and numeracy
- Emotional and Social Literacy Assessment Tools
- Speech and Language Assessment Tools

This may also involve referrals to external agencies including;

- School Nurse
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapist (SALT)
- Integrated Physical and Sensory Service (IPASS)
- Educational Psychologist (EP)
- Send Early Help Service

## **Plan**

The Rise Academy 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 "My Learning Journey" that has key information about the students including key strengths and difficulties, what type of support is required and at what times.

**All** young people at Rise Academy have the following:

- Dedicated and caring staff who value all students regardless of ability
- A key worker (Learning and Engagement Practitioner)
- Small group teaching in all subject areas
- Access to vocational studies and alternative learning programmes
- Post 16 Transition support
- Reading Recovery Programme

When additional support is required this may be through:

- Support in unstructured times
- Teaching assistant support in the classroom
- Exam access arrangements
- 1:1 or small group intervention in literacy and numeracy
- 1:1 or small group support for emotional literacy, friendship and social skills
- Support in the 'Rise Above' Nurture Group or 'Rise Ready' cohort for significant social and emotional difficulties

Please see **SEND Information Report** on the Rise Academy website for more Information.

## **Review**

A student's SEN support is reviewed at least termly within the school's SEN meetings. Students receiving support from the SEN department provide their views on a termly basis and parents and carers are invited to participate in the reviewing process through SEN reviews, Core Groups and PEP meetings.

## **7. Statutory Assessment and Education, Health and Care Plans (EHCP)**

The majority of young people with SEND will have their needs met by Rise Academy's core provision.

However, some young people may require further assessment of their needs by the Local Authority. Rise Academy will request a Statutory Assessment from the Local Authority (LA) when, despite an individualised programme of intervention, the child/young person is still a significant cause for concern.

A statutory assessment may also be requested by a parent or outside agency.

The aim of statutory assessment (EHCP application) is to:

- Establish and record the views, interests and aspirations of the young person and parents
- Provide a full description of the young person's needs
- Establish outcomes of education, health and care in relation to the young person's needs and aspiration
- Specify the provision required to meet the students' needs and how education, health and care will work together to support this

An Education, Health and Care plan is a legal document which stays with the student in all educational settings from 0-25. When a student has an EHCP schools, colleges and other settings will follow a consultation process to ensure the setting is able to meet the young person's special educational needs.

However, a request for statutory assessment by the school or parent/carers does not always lead to an Education, Health and Care Plan. The Local Authority may refuse to assess the young person and deem that their special educational needs can be met with resources already available to the school.

## 8. Roles and responsibilities

### 7.1 The Governing Board

The governing board will approve the SEND policy, and hold the head of school to account for its implementation.

The names SEND governor is Wayne Anderson, Chair of Governors.

### 7.2 Head of School

The head of school is responsible for ensuring that SEND is supported consistently across the school, and for managing complaints about SEND provision.

### 7.3 Staff

SEND is the responsibility of all staff at Rise Academy and all staff receive extensive training to identify and support SEND needs. The following staff are within the SEND department:

Sadie Hartley- SENCo

Hayleigh Little- Assistant SENCo

Rebecca Edge- Intervention Teacher

Lewis Mcgrath- Emotional Literacy Support Assistant

Jordan Palmer- Emotional Literacy Support Assistant

#### **Rise Above- Nurture Group**

Leanne Kelly- Nurture Teacher

Karis Leathley- Nurture Group Practitioner

Alice Welburn- Nurture TA

Jack Coates- Nurture TA

### **Rise Ready**

Sue Pinkney- SEND HLTA

Rachael Banks- SEND Learning and Engagement Practitioner

Sam Watson- TA3

### **Rising Stars**

Kimberley Pickering- SEMH Outreach Lead

Laura O'Brien- Rising Stars Teacher

David Hackford- Rising Stars Teacher

Bryony Bale- Advanced Additional Needs Practitioner

Helen Cundill- Additional Needs Practitioner

Chloe Dunnachie- Additional Needs Practitioner

## **9. Training**

All Rise Academy staff have received the following training to support SEND learners:

- MAPA Training (Managing Actual and Potential Aggression)
- Mental Health First Aid Awareness Training
- Attachment Awareness
- SEN Toolbox Training
- Exam Access Training

In addition SEND department staff have a range of training that support their specialisms, including but not limited to the following:

- CAMHS Level 3
- Nurture Group
- Emotional Literacy Support Assistant
- Counselling Skills
- Read Write Inc. Training

In addition, Rise Academy SENCo holds the National Award for Special Educational Needs (NASENCo) and the Psychometric Testing, Assessment and Access Arrangements (CPT3A) at Level 7.

## **10. Complaints**

Complaints about SEN provision are first dealt with by the school SENCo: Mrs Sadie Hartley.

If a satisfactory conclusion cannot be reached, then an appointment to see the Head of School: Mr Phil Mountain Wade should be arranged.

If a satisfactory conclusion still can still not be reached, then the complaint would be passed to the complaints committee of the Rise Academy Governing Body for further consideration and follows the Rise Academy complaints procedure.

## 11. Monitoring arrangements

The delivery of SEND Provision is monitored by Sadie Hartley through:

-SEN support and provision will be monitored via Rise Academy's usual quality assurance processes, including; work scrutiny, lesson observations and learning walks.

-Pupils' development in SEND interventions is monitored by class teachers as part of our internal assessment systems.

**This policy will be reviewed annually Sadie Hartley.**

At every review, the policy will be approved by Phil Mountain Wade, Head of School and Rise Academy's Governing Body.

