



The Ursuline Academy Ilford

Special Educational Needs and Disability Policy

2017

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1. Introduction

The SEN Department Mission

*A creative and collaborative, tailored approach, providing opportunities to meet individual need
Empowering students to achieve their full potential*

Through these, the Academy aims to develop and deliver a curriculum which is broad, balanced, coherent, flexible and relevant to the students. Our curriculum is one which is responsive to their individual needs and meets the needs and expectations of employers, colleges and universities.

This policy has links with the Learning and Teaching Policy, the Behaviour Policy and the Admissions Policy.

Glossary of Terms Used in this Document:

SEN	–	Special Educational Needs
SEND	–	Special Educational Needs and Disability
SENCo	–	Special Educational Needs Co-Coordinator
EAL	–	English as an Additional Language
EHC Plan	–	Education, Health and Care Plan (replacing a 'Statement')
HLTA	–	Higher Level Teaching Assistant
LA	–	Local Authority
LEA	–	Local Education Authority
Statement	–	Issued by the LEA for students with the most complex of SEN after Statutory Assessment

Learning Support Team: SENCo, Specialist English and Maths teachers, HLTAs and Admin Assistant

Whole School Approach

The learning needs of all our students, including those with SEND are the responsibility of the whole school, in line with The Equality Act 2010, The SEN Code of Practice 2014 and the Children and Families Bill 2014. This policy supports the Ursuline Academy Ilford's Local Offer, the link to which is available on the school website. All staff are aware of the Academy's collaborative approach and the whole school responsibility for SEND.

2. The Equality Act 2010

The Equality Act 2010 has simplified and strengthened the discrimination laws which protect people from unfair treatment. It places a responsibility on the school in the following areas:

- Improving physical access to school facilities
- Preparation for entry to school
- Improving access to the curriculum
- Learning and Teaching
- Classroom organisation
- Timetabling
- Developing information in a range of formats e.g. Large print or audio
- Opportunities for all students to access extra-curricular activities
- School sports
- Assessment and exam arrangements

It is unlawful for a school or other education provider to treat a disabled student unfavourably. The Academy is committed to meeting the obligations and duties of the Equality Act 2010 and to providing equality in all areas of school life.

3. Accessibility

The main school building was built in the mid-1900s and some areas (art rooms and the Library) are only accessible by stairs, as it has not been possible to adapt these areas. However, all other areas have been adapted or designed for accessibility and are wheelchair-friendly. The Academy has one passenger lift, one platform lift and a stair lift servicing the main assembly hall. These lifts provide access to all other parts of the Academy's buildings. There is a ground floor first-aid room with an en-suite toilet and sink.

In addition, the Academy has two disabled toilets located on the ground and first floor. Access to and egress from the site is also wheelchair-friendly. The main Learning Support classroom is located on the ground floor.

All students at the Ursuline Academy Ilford have appropriate access to a broad and balanced curriculum within the classroom setting and the work is appropriately differentiated, dependant on individual need. The SENCo works alongside specialist services with regards to curriculum access for students who have a SEN or disability.

The Academy has a dedicated HLTA who is experienced in adapting resources for students, dependent on need. The Academy will provide resources in enlarged format (on paper), electronic formats for use on laptops and PCs and texts on Kindle. When recommended by specialist services, students are encouraged to record their work using other formats such as a laptop both in the classroom and for home learning. Students work in the classroom using laptops and other specialist equipment dependant on learning need and or disability.

The SENCo works closely with the Exams Officer and with the Educational Psychologist in regards to Access Arrangements for students who may need them.

4. The Special Educational Needs (SEN) Code of Practice: for 25 years **Issue Date: September 2014**

4.1 Definitions of Special Educational Needs (SEN)

*'A student has a learning difficulty or disability if she has a **significantly** greater difficulty in learning than the majority of others the same age, or has a disability which prevents or hinders her from making use of facilities of a kind generally provided for others of the same age in mainstream school'*

4.2 The Academy Response:

The Academy supports the principles of the SEN Code of Practice 2014:

'Special education provision is underpinned by high quality teaching. High quality teaching is that which is differentiated and personalised to meet the needs of the majority of young people.'

'High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. The majority of students can make progress through such teaching.'

'SEN should not be regarded as sufficient explanation for low achievement, nor should there be an assumption that all children will progress at the same rate or that all children falling behind their peers will have SEN'.

Through its policies and procedures, the Academy ensures that Quality First teaching is in place for all students and this is the primary method of support for all students with SEND. The Academy regularly and carefully reviews the quality of teaching and learning for all students.

Every student at the Academy is recognised as an individual, through the Academy's Mission:

- Recognising the value and uniqueness of every student we teach;
- Ensuring that the school is a safe place to be and one where the interests of justice are served;
- Creating a community which is inclusive, one whose basis is mutual respect and equality;
- Maintaining the long tradition of trust, cooperation and courtesy;
- Generating good order and discipline based on sound relationships between staff, students, parents and carers;
- Nurturing the religious and intellectual lives of our students through curricular and extra-curricular activities.

The Academy recognises that at some point in a student's education, she may experience difficulties in one or more of the following areas:

- Communication and Interaction;
- Cognition and Learning;
- Social, mental and emotional health;
- Sensory and /or physical.

These may be inter-related and may be short or long term needs. These needs may require support that is additional to or different from that made generally available for other students in the Academy.

In line with the 2014 SEN Code of Practice, for students who have an identified SEN, the Academy follows the principles of:

- Support for students with SEND must be provided first and foremost by the subject teacher, in every lesson;
- All staff have high expectations for every student, whatever their prior attainment;
- Support for all students with additional needs is by means of a targeted, individualised package of support delivered primarily by qualified teachers and supported by other professionals outside of the main classroom;
- Support is tailored to meet the specific needs of the individual student, as opposed to the 'one-size-fits-all' approach of the more traditional methods of support (in-class support by a TA / LSA);
- All staff receive regular training to ensure they have the skills and confidence to meet the needs of every student in their classroom;
- The Academy will meet with parents of students with SEN regularly throughout the year;
- The Academy's focus is on outcomes for the individual student, not on 'hours spent'.

5. The Objectives of the Academy's SEN Policy, Mission and Day-to-Day Working

The Academy's aim is for its students, whatever their level of academic attainment, to leave as confident, independent young ladies who are able to make a valuable contribution to society. To this outcome, it aims to provide an education which encourages every student to achieve her full potential regardless of her learning ability. The Academy therefore:

- Aims to listen to and support each student with her involvement in the decision making process regarding her learning. The student has the right to share and hear information about her learning and to express an opinion. The student's views will be given due weight according to her age, maturity and capability;
- Aims to work in partnership with Health and Social care to ensure each student is able to achieve her ambitions and the best possible educational and other outcomes such as securing employment and living as independently as possible;
- Aims to ensure that every student with SEND knows precisely where she is in her learning and development, to ensure decisions are informed by the parents and the student themselves, to have high ambitions and to set stretching targets for each student;
- Aims to track every student's progress towards her learning and life outcomes; to keep under review the additional or different provision that is made for her through robust review systems;
- Aims to ensure the tailored package of support is based on best possible evidence and is having the required impact on progress;
- Aims to ensure that the student's time at the Academy enables her to achieve her best, become a confident and valued member of society and the local community and is able to make a successful transition into the next stage of her education;
- Aims to work together with the young person and her family to achieve long term outcomes, such as gaining a college, training or sixth-form place, being able to make choices about her support and to make friends and participate in society. Planning will start when a young person joins the Academy and will form part of the conversations as the student moves through the year groups;
- Aims to support each student at key transition points (Year 6 to 7, Year 9 to 10 and Year 11 to Post 16 choices), by providing appropriate and tailored guidance and through information and support to the young person and her family. The Academy will support her to choose the most appropriate pathway to achieve her long-term goals, with advice provided by other professionals;
- Aims to encourage parents to share their knowledge about their daughter and engage in positive discussions;
- Aims to provide a broad and balanced curriculum that is seen as an entitlement and is accessible to all students, appropriate to their abilities;
- Recognises that all staff have a responsibility for all students in their classroom, including those students with SEND. All staff will respond to the challenge of meeting these needs;
- Will develop procedures that identify students with SEN, describe what those needs are and strive to provide the appropriate support, in line with the SEN Code of Practice policy of 'Plan, Do and Review';
- Will develop practices in line with the SEN Code of Practice – September 2014;
- Will give all students the opportunity, wherever possible, to have their particular needs met in teaching groups with their peers;
- Will monitor and evaluate students' academic and pastoral progress;
- Will ensure that all students on the SEN register have a One-Page Profile and support package, to help inform all teachers of how best to support their needs in the classroom. These will be available on paper and in secure electronic format.

6. Arrangements for Co-ordinating the Educational Provision for Students with SEND

All teachers have a responsibility to identify and meet the needs of the educational needs of all students, whatever their learning difficulty. The SENCo provides provision of education for students with an identified SEND by:

- Planning, Doing and Reviewing students' needs;
- Maintaining the SEN Register;
- Identifying and managing the needs of students;
- Ensuring SEND profiles are up to date;
- Liaising with external agencies;
- Liaising with parents / carers / staff / governors in line with recommendations in the Code of Practice 2014;
- Arranging Annual Reviews for student with an EHC Plan;
- Ensuring the Academy meets regularly with parents of all students on the SEN register;
- Co-ordinating alongside the Exams Officer, special arrangements for internal and external examinations;
- Arranging for the assessment of students who the Academy considers may need special arrangements to be made for external examination purposes;
- Ensuring students are assessed on entry, alongside the Head of Year 7 and providing staff with baseline information such as reading ages and other appropriate standardised test information;
- Communicating the needs of students to all staff using SEN One-Page Profiles and support package information;
- Updating staff, SLT and governors on developments in SEND;
- Organising INSET for school staff;
- Keeping up to date with own professional development to aid the Academy's policies, procedures and strategies.

7. Arrangements for the Hierarchy of Need and the Management of Communication and Provision

7.1 Identification

Feeder schools will supply the Academy with a list of students transferring with an identified SEND. They will also provide individual student records, SEND profiles, SATs results and reports. From this information and through contact with feeder schools, the SENCo formulates the SEN Register. A copy of the Register is given to teaching staff along with a coded wording of the difficulties each student faces. This register is confidential. It is stored electronically on the Academy's intranet.

The stages on the Register are in line with the SEN Code of Practice 2014. Each student on the register has a file that is kept in the locked office of the SENCo.

Some students may not have had their needs identified at Primary or a new difficulty may arise during their time at the Ursuline Academy. Concerns may arise about behaviour or a learning difficulty. Form Tutors, Heads of Years, Heads of Departments and Subject Tutors may raise this concern with the SENCo.

There is a formalised process for students who are causing behavioural concerns – the Behaviour Support Request Process – Appendix 1. The final stage of this process would be for inclusion on the SEN register and external agency support.

For students with other possible difficulties, standardised testing will be undertaken, alongside lesson observations and examining of Academy data. After discussion with subject teachers, form tutor, parents and the student a decision would be made whether to identify a Special Educational Need.

If the Academy identifies a SEN for a student, the student is placed on the SEN register and parents are informed in writing. If a student is removed or her category is changed, parents will also be informed in writing. All parents of students on the SEN register are kept in regular contact with the SENCo.

A student is placed on the SEN register at one of two levels:

(i) Statutory: EHC Plans

A very tiny proportion of any school's population will continue to fail to make expected progress, despite high quality teaching and relevant and purposeful interventions. For these students, a request to the Local Authority for an EHC Plan would be considered. The Academy follows guidelines laid out in the SEN Code of Practice 2014 and the London Borough of Redbridge's own published guidelines.

(ii) SEN Support

- For the vast majority of students who have an identified SEND, the Academy is able to meet their needs from its own resources. Once identified, the SENCo will work closely with appropriate staff, parents and external agencies to create and implement a tailored package of support for the individual student. This will be carefully monitored and reviewed regularly;
- The Academy has entrance and exit criteria in place for all interventions and parents are kept informed as to whether their daughter has met the exit criteria or is to continue to receive the specific intervention;

- Students with an EHC Plan will have a formal review annually, where all involved professionals are invited to attend. This young person-centered review will allow the opportunity to review general school progress and the tailored package of support;
- For all students on the SEN Register, parents and SENCo meet regularly.

7.2 Allocation of resources to and amongst students with SEN

The Academy is committed to ensuring that any money that comes into the Academy in order to support a student's Statement or EHC Plan is used for that purpose. The Academy has also made provision from its own resources to support students in raising achievement through early identification and intervention.

The Learning Support area includes two classrooms for small group teaching and an office for the SENCo. Staffing comprises of the SENCo, two qualified subject specialist teachers (English and Maths), one HLTA.

7.3 Provision

- For all students, at whatever stage on the SEN register, the Academy offers a wide variety of support. This includes one-to-one or small group Maths and/or English teaching, delivered by qualified specialist teachers;
- The LEA Educational Psychologist works directly with referred students and also trains staff to deliver small group and individual programmes to support the developing social skills of identified students who would benefit from targeted support in this area;
- The Academy will call upon the services of external professionals should the individual student's needs require it.

7.4 Inclusion

All students at the Ursuline Academy Ilford have appropriate access to a broad and balanced curriculum within the classroom setting. All teachers differentiate teaching material and employ strategies to meet individual student needs in line with the SEN One-Page Profile.

All students are encouraged to join in fully with Academy life whatever their difficulties. They have access to the full National Curriculum and opportunities to participate in extra-curricular and out-of-school activities. The Academy prides itself on the positive relationships between staff, students and parents and this is embedded in its Mission Statement.

The Academy recognises and attempts to overcome barriers to learning through its policies and practices and will continue to address methods to reduce the specific difficulties being experienced by particular groups of students in order to promote inclusion.

Students who require additional SEN support are supported in the first instance by the subject teacher in the mainstream classroom. However, they may be withdrawn from non-core lessons for one-to-one or small group tailored support. The Maths and English lessons are taught by qualified subject specialist teachers. The package of support delivered by the HLTA is designed to complement this teaching, by means of Speech and Language Therapy, as well as reading, spelling and writing intervention programmes. The Learning Support department also supports students who require the curriculum to be provided in

an alternative format.

8. Evaluation of the Success of the Academy's SEND Policy

Methods for evaluating success include:

- Academy-based monitoring and review;
- Feedback from students and parents;
- School based assessment of targets and outcomes;
- Reviewing SEND progress and attainment against national standards;
- Assessment through standardised tests;
- Standard entrance and exit criteria for interventions.

9. Working with External Agencies

The Academy makes full use of the Local Authority support services and has contact with the following services:

- Educational Psychology Service;
- Outreach Teaching Service from New Rush Hall School (Behaviour);
- Outreach Teaching Service from Little Heath School (Learning Difficulties);
- Outreach teaching Service from Newbridge School (Curriculum Access with a Physical Difficulty);
- Visual Impairment Service;
- Hearing Impairment Service;
- Speech and Language Therapy Service;
- Redbridge Local Authority SEN Service;
- Redbridge Connexions Service (Careers);
- School Nurse Service.

10. Working with Parents

Parents / carers are consulted and informed at every stage of their daughter's education, particularly if they have special educational needs. Contact is maintained via parents' evenings, the Academy's reporting system, telephone calls, letters, email, SEN review meetings and through the student's planner.

11. Links with Other Mainstream Schools and Special Schools Including Arrangements When Students Change Schools or Leave School

SEN documentation is transferred to the next school / phase and the SENCo makes contact wherever possible. The Academy works closely with relevant careers advisors and services to ensure effective post-16 arrangements including drawing up a transition plan where necessary. The Academy works informally with other schools and Boroughs to maximise support, knowledge, skills and expertise.

12. Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations

The SENCo works with the Principal and the safeguarding officer who has responsibility for Safeguarding and Child Protection with regards to students who are on the SEN Register. In addition, the Heads of Year also maintain contact with these services.

13. The Academy's Admissions Arrangements for Students with SEN

Students with SEN have the same rights of admission as all other prospective students who meet the Academy's admissions procedure policy.

Students with an EHC Plan are strongly encouraged to visit the Academy prior to naming the Ursuline Academy Ilford as their preferred choice of secondary school placement. This is to ensure that the Academy is the best choice to meet the needs of the particular student, in consultation with the parents and the young person.

For students who have an EHC plan or for students who have complex needs, as informed by the Primary School, the Academy will put into place a tailored, individualised transition programme. The SENCo works closely with the Head of Year 7 and the Primary SENCo to ensure the smooth running of the transition. The SENCo will attend the student's Year 6 Annual Review, wherever possible.

Students who are transitioning with an EHC Plan are advised to visit the Academy with their parents and or teaching assistant / SENCo from Primary School in the term prior to transfer. Additional transition days are arranged for students who require a high level of support at transition.

14. Arrangements for Considering Complaints about SEND Provision within the Academy

At the Ursuline Academy Ilford, parents and students are consulted at every stage of the education of the student, particularly if they have an identified SEND. In cases where the parents are unhappy with the provision provided, they are invited initially to approach the SENCo. Parents are also invited to ask the Redbridge Parent Partnership for their advice and support. Formal complaints should follow the Academy's Complaints Procedure.

A parent may ask the LA to conduct a formal Statutory Assessment on their daughter and if they disagree with the outcome, they have the right to appeal to the Special Educational Needs Tribunal.