



# Iffley Academy SEN Policy

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Chair of Trustees	_____

# SEN Policy

## 1. Introduction

The Iffley Academy is a community Special Academy for children and young people, aged 5 – 18, with complex Special Educational Needs and Disabilities (SEND). Our students have a range of additional needs but primarily we work with children with cognitive disabilities, Autistic Spectrum Disorder and/or Behavioural, Emotional and Social Difficulties. Currently our community is predominantly made up of secondary aged students. They come from all over Oxfordshire as well as neighbouring counties. Following a 3-Year conversion timetable, all students now have an Education, Health & Care Plan (EHC Plan.)

The Iffley Academy is a warm and friendly environment. We work together as a team in providing the best possible learning experiences for our students. We place a great importance upon the role of parents and carers. We recognise that they are our students' first educators and as such, share with us a wealth of knowledge and experience: this supports us in personalising the approaches to learning we use with each student. We believe that in order for our students to learn, they must firstly feel safe and secure within their environment. We support each individual in finding their way to achieving their full potential and are committed to providing a variety of opportunities to do this, acknowledging that we all have different starting points and skill sets. We encourage our students to support each other in their learning and value the responsibilities they take on within the community, acting as essential role models for each other.

## 2. Provision

At the heart of the work in every class is a continuous cycle of assessing, planning and teaching which takes account of the wide range of abilities, aptitudes and interests of our students. All students benefit from a Termly Outcomes Plan (TOP) which is based on the longer term outcomes in the EHC Plan. They also have access to small group and class teaching. The TOP is reviewed and discussed with parents and carers three times per year, and at annual review. In particular we aim:

- To enable each student to experience success
- To promote the development of self-confidence and self esteem
- To provide each student with access to a broad and balanced curriculum which meets their specific needs
- To create a learning experience which encourages the growth of positive attitudes to learning and supports students in using strategies to reduce barriers to learning
- To provide equal opportunities for all students to have access to all that is on offer within our Academy, as appropriate to their needs
- To work with parents and carers in planning for their child's development
- To engage with professionals and support services in order to meet all students' needs

- To ensure that all staff are meeting their responsibilities within their identified roles.

### 3. Admission Arrangements

The Iffley Academy acts as its own admissions authority. Admission requests are generally made by mainstream schools or academies via the Local Authority, or in some cases by parents directly. Parents and carers are welcome to book an appointment to visit the academy, where they meet with a member of the Senior Leadership Team, have the opportunity to tour the school, and ask questions about any concerns they may have. At particularly busy times (e.g. September-October) parents may be offered access to open mornings or alternative arrangements to individual tours. Once a place has been confirmed, we work closely with the referring schools or academy to make transition arrangements that will be most suitable for the new student. Students joining the Academy must have an EHC Plan in place, since this is a legal requirement for special school attendance.

### 4. Resources

SEN resources are allocated to the Academy through the Local Authority and thus provide teaching and support staff, buildings and equipment for the students. Teachers provide a differentiated curriculum for their students and any additional needs are provided for according to those listed in the EHC Plan. This may take the form of additional help from support staff, teacher time, materials or specific pieces of equipment. These are resourced through the Academy's SEN budget. The academy is committed to providing appropriate equipment and equal access to high quality learning experiences which support the needs of each individual student.

### 5. Monitoring

Provision is monitored by

- Observing teaching and learning through Teacher and Support Staff appraisal
- Termly analysis of students' progress data
- Regular review of the Raising Achievement/Development Plan
- Scrutiny of students' work
- Scrutiny of TOPs
- Regular meetings with parents to discuss TOP progress
- Regular meetings with Therapists and other support staff and agencies
- SENCo feedback to link governor and in governors' Teaching and Learning Committee meetings
- Arrangements made for inspection by Ofsted
- Special Needs Responsibilities.

The Special Educational Needs Co-ordinator (SENCo) is supported in this role by the Senior Leadership Team (SLT).

The SENCo's responsibilities are:

- To oversee the day-to-day operation of the academy's SEN policy
- To liaise with other academies and parents regarding admissions of potential new students
- To oversee the transition arrangements for new admissions
- To co-ordinate provision for students, liaising with and advising teachers
- To monitor TOPs, report on progress and identify areas of outstanding progress as well as any possible areas which may need to be improved upon
- To oversee the records of all students
- To liaise with parents and carers of students
- To contribute to and organise the in-service training of staff in identified Academy and individual priorities
- To liaise with external agencies including the educational psychologist, speech and language therapists, occupational therapists, physiotherapists and specialist teachers from the Oxfordshire Special Educational Needs Support Service (SENSS) as well as other professionals
- To be responsible for the allocation of resources from within the SEN budget in order to meet students' specific educational needs.
- To ensure that practice is updated and in line with the new SEND Code of Practice September 2014
- To keep abreast of updates relating to the new SEND Code of Practice, and additional advice and direction on its implementation from the Local Authority.

Teachers' responsibilities are:

- To provide a differentiated curriculum which meets each individual's needs
- To share this and any other pertinent information with the appropriate, relevant staff and other professional where necessary
- To refer any concerns regarding students to the appropriate member of the SLT, involving parents and external agencies as appropriate
- To review the student's TOP with parents three times per year
- To prepare a report on progress towards the agreed outcomes of the child's EHC Plan.

Governors' responsibilities are:

- To meet with the SENCo to monitor and challenge progress relating to the Raising Achievement Plan
- To monitor the progress of students and consider how student needs are being met
- To review the SEN policy.

## 6. The Annual Review Process

In addition to the termly reviews of the educational part of an EHCP (TOPs), each child will have an annual review of their EHC Plan. Parents will be given notification of the date and time of the Annual Review one month in advance. Follow up phone calls will be made where appropriate. Where a change of date is necessary and possible, this will be made. The following information is gathered for the review:

- The current EHC Plan
- A report from the teacher specifically relating to progress towards outcomes over the previous 12 months
- Any reports provided by additional professionals
- A parent comment form, which is sent out with the invitation
- A student comment form, with students supported as necessary by a member of staff
- A variety of photographs showing the student in different educational experiences
- Parents will be given notification of the date and time of the Annual Review one month in advance. Follow up phone calls will be made where appropriate.

#### Attendance at the review

Parents, carers and all professionals currently involved with the student receive invitations to attend the review. These professionals may include the Local Authority SEN Officer, therapists, specialist teachers, transitional social worker, or a career advice and guidance officer. Parents are welcome to invite a member of the SENDIASS (Special Educational Needs and Disability Information Advice and Support Service) to support them if they wish. If any professionals cannot attend, they will be asked to submit a written report in advance of the review. If a parent or carer cannot attend the given date, every attempt is made to agree a mutually convenient time and date as we value their input in this process.

#### The Annual Review Meeting

Students are invited to attend their Annual Review meeting to discuss and comment on their progress since the last review. The student is at the centre of the review and as such contributes to the process along with the adults attending. Our students often have a unique knowledge of their own needs and views about what help and support they would like to have and are encouraged to participate in the decision making process. Contributions are encouraged from all parents, carers and professionals and an agreement is made regarding (a) whether new long-term outcomes need to be agreed, or (b) whether any other changes need to be made to the EHC Plan. This information is recorded on the 'Record of Annual Review' (ROAR) form and sent to the Local Authority SEN Officer to action.

From Year 9 onwards, EHC Plans must include a focus on preparing for adulthood, with outcomes devised to facilitate this. It must take account of the student's and parents' aspirations for the student post 16 and beyond. Our students often have a unique knowledge of their own needs and views about what help and support they would like to have and are encouraged to participate in the decision making process and contribute to the assessment of their needs. Actions are identified relating to ways of supporting the student to gain the skills or experiences required in order to help them achieve their goals. These actions are reviewed three times per year and reported on in the following Annual Review.

#### Partnership with Parents and Carers

Staff are committed to developing and maintaining positive relationships with parents and carers and recognise that successful collaboration can increase the potential for success for our students. There are numerous on-going opportunities to support this development through:

- Regular communication via the options of the home/school book, email or telephone call, depending upon parental preference.
- Meetings to discuss TOP targets three times per year
- Annual review meeting once a year
- Post admissions meetings
- Academy assemblies, sports day and celebrations
- The Sixth Form information meeting.