



SEND POLICY

Vision

At Forest Academy, our learning community creates pupils with inspiration, ambition, academic success where pupils are passionate to learn.

Through our challenge curriculum, pupils develop a love for the outdoors and learning in the local environment, being aware that learning can come in many forms.

Pupils are respectful of and celebrate each other's differences, heritage and culture. They are self-motivated, confident pupils able to apply their skills.

We are an Academy built on interdependence, encouraging all staff, pupils, parents and carers and the community, to work together to achieve more than they ever could have accomplished as individuals.

- All pupils are polite, well rounded, inquisitive individuals who are respectful of others
- All pupils develop thinking skills enabling future success outside of school and in years to come
- We expect the best from every pupil in all that they do

Inclusion & Safeguarding Statement

At Forest Academy all pupils are valued inspired and respected within our happy, welcoming academy community.

We set high expectations for all our pupils. Practitioners give every pupil the opportunity to experience success in their learning, by providing a relevant and challenging curriculum with an emphasis on personalised learning.

SEN Definition

At different times in their school life, a child or young person may have a special educational need (SEN).

The code of practice 2014 defines SEN as follows:

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

- a) Has a significantly greater difficulty in learning than the majority of others the same age, or
- b) Has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

Pupils will have needs and requirements which may fall into at least one of the following four areas, many children will have inter-related needs. The areas of need are:

- Communication and interaction
- Cognition and learning
- Social Mental and Emotional Health
- Sensory and/or physical

SEN and Inclusion Rationale:

Forest Academy is committed to providing an appropriate and high quality education for all the pupils. We believe that all pupils, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all pupils should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all pupils can flourish and feel safe.

Forest Academy is committed to inclusion. Developing a culture, policies and practices that include all learners is a main theme running through our strategic planning for improvement. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs / additional needs
- learners who are disabled

- those who are gifted and talented
- those who are looked after by the local authority
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of pupils who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Forest Academy, we aim to identify these needs as they arise and provide teaching and learning contexts which enable every pupil to achieve to his or her full potential.

Forest Academy sees the inclusion of pupils identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We are trying to move from an SEN approach that locates a problem with the pupil to looking at what additional provision we need to make for specific pupils.

The development and monitoring of the schools work on Inclusion will be undertaken by the Inclusion Manager / SENCo and Senior Leadership Team.

Objectives:

1. To ensure the SEN and Disability and Equality Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for all and to eliminate prejudice and discrimination against learners with special educational needs.
3. To continually monitor the progress of **all** pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum* through differentiated planning by class teachers. (*Except where disapplication, arising from a Statement / EHCP occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)
5. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having **ADDITIONAL NEEDS**
6. To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To provide the greatest possible access to a broad, balanced differentiated curriculum, appropriate for meeting the needs of those pupils identified as having SEN.
8. To enable pupils to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.

9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the pupils themselves in planning and in any decision making that affects them.
11. Raise standards for SEN.
12. To ensure that support agencies are used effectively.
13. To develop the existing skills of staff in the identification, assessment of and provision for pupils with SEN and to provide training and support as appropriate.
14. To encourage confidence and raise self-esteem by providing a caring and well organised environment.

Arrangements for coordinating SEN provision:

- The SENCo will meet with each class teacher at least three times a year to discuss additional needs concerns and to review SEN Support Plans.
- At other times, the Inclusion Manager / SENCo will be alerted to newly arising concerns.
- The Inclusion Manager / SENCo will discuss issues arising with the class teacher.
- Where necessary, reviews will be held more frequently for some children.
- Targets arising from SEN Support Plan meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
- The Inclusion Manager / SENCo monitors planning for SEN support groups.
- The Inclusion Manager / SENCo, together with the Head of School, monitors the quality and effectiveness of provision for pupils with SEN through classroom observation.
- SEN support is primarily delivered by class teachers through differentiated teaching methods.

Additional support is provided by trained learning support assistants throughout the school. The support timetable is reviewed termly, by the SENCo, and the management team, in line with current pupil needs, educational initiatives and the budget. Additional support is funded through individual allocations from the LA. Support staff, class teachers, SENCo, Inclusion Manager and outside agencies liaise and share developments in order to inform reviews and forward planning.

THE ROLE OF THE INCLUSION MANAGER / SENCo

The Inclusion Manager / SENCo plays a crucial role in the school's SEN provision. This involves working with the Head of School and Governing Body to determine the strategic development of the policy.

Other responsibilities include:

- Overseeing the day-to-day operation of the policy

- Co-ordinating the provision for pupils with SEN
- Liaising with and giving advice to fellow teachers
- Managing Learning Support Assistants
- Overseeing pupils' records
- Liaising with the parents
- Making a contribution to INSET
- Liaising with external agencies, LEA support services, Health and Social Services, and voluntary bodies.

For effective co-ordination staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for SEN pupils

The commitment required by staff is to keep the Inclusion Manager / SENCo well informed about pupils' progress.

Mechanisms that exist to allow teachers access to information about SEN pupils

- What exactly constitutes a 'level of concern' and at which point a child has ADDITIONAL NEEDS
- Mechanisms that exist to alert the Inclusion Manager / SENCo
- The procedure by which parents are informed of concerns and the subsequent SEN provision
- Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required

THE ROLE OF THE GOVERNING BODY

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for SEN pupils
- Ensuring that a 'responsible person' is identified to inform about the Statement / EHCP all those involved with teaching and supporting Statemented pupils / pupils with a EHCP
- Ensuring that SEN pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEN policy
- Reporting annually to parents on the school's SEN Policy including the

allocation of resources from the school's devolved/delegated budget

THE ROLE OF THE CLASS TEACHER

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of and subsequent provision for, SEN pupils
- Collaborating with the Inclusion Manager / SENCo to decide the action required to assist the pupil to progress
- Working with the Inclusion Manager / SENCo to collect all available information on the pupil in collaboration with the Inclusion Manager / SENCo, develop Support Plans for SEN pupils. (*The extent of the Inclusion Manager's / SENCo's involvement is at the discretion of the school*).
- Working with SEN pupils on a daily basis to deliver the Support Plan targets within differentiated planning
- Developing constructive relationships with parents
- Being involved in the development of the school's SEN policy

THE ROLE OF THE HEAD OF SCHOOL

The Head of School's responsibilities include:

- The day-to-day management of all aspects of the school including the SEN provision
- Keeping the Governing Body well informed about SEN within the school
- Working closely with the SENCo / Inclusion Team
- Informing parents of the fact that SEN provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

Admissions

Pupils with SEN, but without a statement or EHCP, have the same rights of admission as all other prospective pupils.

The school follows Croydon's Admission Policy, copies of which are available from the school office.

Allocation of Resources to and amongst Pupils

Each year we map our provision to show how we allocate resources to each year group.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The schools system for regularly observing, assessing and recording the progress of **all** pupils is used to identify children who are not progressing satisfactorily and who may have additional needs.

Differentiated Curriculum Provision

In order to make progress a pupil may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be **reviewed** at the same intervals as for the rest of the class and a decision made about whether the pupil is making satisfactory progress at this level of intervention. There are various ways of measuring progress:

The school uses the definitions of adequate progress as suggested in the Foundation stage profile results.

Progress is measured against national expectations and National Curriculum descriptors for the end of each key stage.

Progress is also measured against the P level descriptors.

Standardised screening and assessment tools are used.

Observations of behavioural, emotional and social development.

An existing Statement of SEN / EHCP will be referred to.

Assessments by a specialist service, such as educational psychology identify additional needs.

CODE OF PRACTICE

ADDITIONAL NEEDS provision would be indicated where there is evidence that: There has been little or no progress made with existing class teacher's planned differentiation.

Additional support is required to develop literacy or numeracy skills

Additional support is required for emotional, behavioural or social development

Additional support is required for sensory or physical impairments

Additional support is required for communication or interaction needs

A pupil receiving support at this level will benefit from interventions as laid out in the Year Group Action Plan.

There may be a need for the pupil to have an SEN Support Plan, which will be reviewed at least three times a year, although some pupils may need more

frequent reviews.

As part of the review process, the Inclusion Manager / SENCo and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to take further action and seek further specialist support from outside agencies.

A variety of support can be offered, such as advice to the school about targets and strategies, specialised assessment or some direct work with the pupil.

The specialist services will always contribute to the planning, monitoring and reviewing of the pupil's progress.

A pupil receiving support at this level would also have an SEN Support Plan.

School request for a statutory assessment / application for an Education Health and Care Plan (EHCP)

For a pupil who is not making adequate progress, despite a period of additional needs support, and in agreement with the parents/carers, the school may request the LEA to make a statutory assessment in order to determine whether it is necessary to put in place an Education Health and Care Plan (EHCP). The school is required to submit evidence to the LEA whose monthly Moderation of Assessments Panel makes a judgment about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgment will be made using the LEAs current criteria for making a statutory assessment. Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Statement of Special Educational Needs / Education Health and Care Plan

A pupil who has a Statement of Special Educational Needs / Education Health and Care Plan (EHCP) will continue to have arrangements as additional needs, and additional support that is provided using the funds made available through the Statement / Education Health and Care Plan (EHCP)

There will be an Annual Review, chaired by the SENCo or Inclusion Manager, to review the appropriateness of the provision and to recommend to the LEA whether any changes need to be made, either to the statement / Education Health and Care plan (EHCP) or to the funding arrangements for the pupil.

The Schools Arrangements for SEN and Inclusion In-Service Training

The SENCo / Inclusion Manager attends regular cluster meetings to update and revise developments in Special Needs Education.

Meeting additional needs and Inclusion issues are targeted each year through the schools long-term goals and the School Development Plan.

In-Service training and individual professional development is arranged matched to these targets.

In-house additional needs and Inclusion training is provided through staff meetings by the Inclusion Manager / SENCo.

All staff have access to professional development opportunities and are able to apply for Inclusion training where a need is identified either at an individual pupil or whole class level. Support staff are encouraged to extend their own professional development and the Inclusion Manager / SENCo will ensure tailor-made training where this is appropriate.

The use made of teachers and facilities from outside the school, including support services

The Educational Psychologist visits the school regularly, following discussion with the Inclusion Manager as to the purpose of each visit.

Specialist, direct teaching from the Local Authority is used where we do not have the necessary in-house expertise - for example, in relation to children with autistic spectrum disorders, or severe emotional and behavioural difficulties, or language difficulties.

Teachers from the Sensory Impairment Team work in school to support children, both with and without Statements / Education Health and care Plans (EHCP), who have vision or hearing impairment. The specialist teachers work directly with children where this is indicated on a Statement / Health and Care Plan. Class teachers plan alongside these specialist teachers who also attend and contribute to SEN Support Plan reviews/Annual Reviews.

Arrangements for partnership with parents/carers

Staff and parents/carers will work together to support pupils identified as having additional needs.

Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENCo or Inclusion Manager will attend this meeting if the school or the parent thinks this is appropriate.

At review meetings with parents/carers we try to always make sure that the pupil's strengths as well as weaknesses are discussed. Suggestions are formulated as to how parents/carers can help at home. These are specific and achievable and all parents/carers leave the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

SEN Support Plan targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process.

All SEN Support Plans and reviews will be copied and sent to parents/carers after meetings.

Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers will also be invited to work alongside pupils in the classroom where this is appropriate.

Parents/carers evenings provide regular opportunities to discuss concerns and progress.

Parents/carers are able to make other appointments on request.

Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Principal or, if this fails to resolve the issues, the governing body.

Links with other schools/Transfer arrangements

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENCo will telephone to further discuss the pupil's needs.

Pupils transferring from Forest Academy to new schools will give details of particular needs and additional provision made by the school. The Inclusion Manager / SENCo will discuss these children with other schools on request.

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

The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the Inclusion Manager / SENCo, and referrals will be made as appropriate.

Social Services and the Education Welfare Service will be accessed through the Social Services Team desk. Class teachers will alert the Principal if there is a concern they would like discussed.

There are many voluntary organisations supporting SEN. The SENCo / Inclusion Manager maintains an up to date list.

Parents/carers will be given details of these groups on request or as appropriate.

Inclusion Principles

Staff at Forest Academy value pupils of different abilities and support inclusion.

Within the school, staff and pupils will be constantly involved in the best ways to support all pupils needs within the school. There is flexibility in approach in order to find the best placement for each child.

Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

Where appropriate, links with partner special schools are made and children included into mainstream school on full or part-time basis. Liaison and planning between both schools takes place to ensure continuity and match to needs. Review meetings take place, as above to ensure that the most appropriate provision is being made for the child.

Arrangements for providing access to learning and the curriculum

The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum programmes of study are flexible enough to meet every pupil's needs.

(No pupil will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)

Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.

Staff will work in a way to avoid the isolation of the pupils they are supporting, and will encourage peer tutoring and collaborative learning.

Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils.

Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate. The school has a number of lap tops / ipads available as well as having computers in every classroom. Software such as Clicker 4 is used as an alternative way of recording.

Pupils with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

Staff ensure a high participation level from all pupils by using a number of strategies such as talking partners.

Access to Information

We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support. We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.

Forest Academy uses a range of assessment procedures within lessons (such as pod casts, role-play and drama, video, drawing) to ensure pupils with additional needs are able to demonstrate their achievement appropriately.

Listening to disabled pupils and those identified with additional needs

Forest Academy encourages the inclusion of all pupils in the School Council and other consultation groups. We also have Circle Time throughout the school.

We include pupils in their target setting and encourage and support them to take an active part in their annual reviews (if appropriate), through preparation, and making the information and meeting itself accessible and unthreatening.

Disability equality and trips or out of school activities

At Forest Academy, we endeavour to make all trips inclusive by planning in advance and using accessible places.

All pupils are welcome at our after school activities.

Resources for additional needs and inclusion are purchased as appropriate and are matched to recurring needs throughout the school. Specific individual resources are purchased where this is viable and are used to support other pupils where this is appropriate.

Review Date: September 2018