

Special Educational Needs and Disabilities Policy

Policy Date: April 2016

Last updated: March 2018

Date review due: March 2019

Portfolio Group responsible: SEN & Safeguarding

Origin: Headteacher/SENCO/Deputy Headteacher



Underlying principles

All school policies reflect the school values of:

Hope

Kindness

Courage

Integrity

Trust

Respect

Responsibility

Taking into account advice and guidance best practice.

SENCO – Carmel Ball (Post Graduate Certificate in SEN 2012) – Contact details –

cball@ilfracombeacademy.org.uk Telephone:01271863427

ghill@ilfracombeacademy.org.uk

smarshall@ilfracombeacademy.org.uk

Rationale/ Background

The policy has been revised in line with the Children and Families Act 2014 and SEND Code of Practice (2014). Due regard has been given to the equalities act 2010

Academy Context

This larger than average 11-19 Academy is built into a hill within a rurally isolated area. The Academy is currently under a new build programme which is due to complete in 2018. Around half of the students come from the local town but the remainder travel some distance to the Academy. Much of the local employment is seasonal. Almost all the students are White British. The proportion of students with learning difficulties and/or disabilities is lower than that seen nationally, the largest proportion of these students having emotional, behavioural and social, moderate learning and specific learning difficulties such as dyslexia. There is a learning support unit (LSU) within the college and a HUB provision that students with a variety of needs can access.

The Ilfracombe Academy strives to be an inclusive environment where the achievements, views and attitudes of all members of the Academy Community are valued. The Academy seeks to include all pupils in all aspects of school life. Our Academy vision sets out to ensure that all students enjoy high quality learning experiences through which they are able to achieve their full potential.

All staff commit themselves to uphold the principles embedded in the 1996, Education Act and the SEND Code of Practice (2014), to identify needs promptly, and put in place appropriate provision for all pupils who have SEND, in order to minimise potential barriers to achievement and improved outcomes for all.

The SEND policy is reflected in all other policies and practices within Ilfracombe Academy, and directly impacts on raising the achievement and aspirations of all pupils, including those with SEND.

SEND Data Analysis 2016-17 (needs updating)

Attendance – 92.5% National Average v TIC SEND Students 92%

Exclusion Data – substantial decrease in Exclusions for SEND students over 6 year period

Total Number of SEN students Excluded per year							
Term	2012-13	2013-14	2014 -15	2015 -16	2016 -17	2017-2018	
Total	21	14	9	6/164	8 out of 185	5/166	
Number of sessions	134	89	83	54	55	8	

Current Behaviour v National Averages for SEND students: % of pupils with 1 or more fixed term exclusions: Students at IAC are significantly below the NA exclusion data

SEN exclusions against national averages

Nat Ave	SEN
10.4	2.2
10.4	2.7
10.4	4.3
10.4	4.3
10.4	4.3

Attainment and Progress: SEN support – K and EHCP

Attainment 8 (overall) FFT rank

In line with National Average - 2.5 Ilfracombe Academy 2017 - 2.9

% English and Mathematics (Grade 4+)

National Average – 23% **Ilfracombe Academy 2017 – 30%**

Aim: ‘Every teacher is a teacher of SEND’

The Ilfracombe Academy strongly supports the concept of social and academic equality and inclusion which is supported through the whole school Core Values: Hope, Kindness, Courage, Integrity, Trust, Respect, Responsibility. This inclusive ethos involves valuing all pupils and staff equally and reducing the barriers to learning and participation. All staff will aim to raise the aspirations, expectations and outcomes of all pupils with Special Educational needs. The Academy’s Equal Opportunities Policy reflects the wish to encourage all pupils to be aware of, and understand, the diverse society within the Academy.

Policy Objectives:

To ensure that:

- **All pupils with SEND have access to a broad, balanced, flexible and regularly reviewed curriculum and extracurricular activities**, which reflect the Academy’s Equal Opportunities Policy. This will be co-ordinated by the SENCO and the Deputy Head Teacher responsible for curriculum taking into account the diverse needs of individual students and year groups. There is well planned, high quality curriculum provision in place with clear pathways which provides choice to pupils and their families.
- **Staff members seek to identify the needs of pupils with SEND as early as possible.** That there is clear identification and assessment of need for pupils with SEND in order to be able to provide a graduated response to provision and integrated early help as outlined in the SEND Code of Practice (2014). Liaison between all parties including parents, education, health and care services where necessary prior to a child’s entry to the Academy.
- **Progress of all pupils is monitored** in order to aid the identification of pupils with SEND in line with established pupil tracking across the whole school. This ensures all pupils are encouraged to reach their potential.
- **Financial, human and physical resources are deployed effectively** to meet the needs of all pupils with SEND and that additional financial costs are sought via the **EHCP application process by 0-25 application process.**
- **Work with parents and carers** is developed to maintain close partnerships with the Academy and carers and high levels of engagement are sought, keeping this at the

centre of all decision making. Parents are involved in all stages of their child's education. This includes supporting parents in terms of understanding SEND procedures and practices and providing them with regular feedback on their child's progress.

- **The Academy will work with and in support of outside agencies** when pupils' needs cannot be met by the school alone. Ilfracombe Academy receives further support from an number of agencies, some of which include: Parent Partnership Service, EWO, The Educational Psychology Service , Child and Adolescent Mental Health Services (CAMHS), Multi-Agency Safeguarding Hub (MASH), Speech and Language Therapy (SALT), Youth Offending team (YOT), Dyslexia specialist outreach, The Youth Service, Communication and Interaction Team (CAIRB), YSMART. Regular Multi Agency meetings within school enable students to be supported effectively.
- **A school environment is created where pupils can contribute to their own learning by offering all students the opportunity to voice their own opinions.** Pupils involved in planning and reviewing processes so that the Academy takes into account their views and ways to develop their learning. This will be encouraged in a number of whole school initiatives which will include: Teaching Assistant Mentoring and Key Worker Provision, 'Retracking'/THRIVE programmes, Tutorial programmes, School Council, Prefect meetings, House System, Pupil Questionnaires, Pathway Interviews, Annual Review Feedback and IEP's.
- **All teaching is high quality** - All staff working with pupils with SEND have high expectations and aspirations for all and facilitate achievement and progress.
- **That support and advice** is given to all teachers and support staff who work with pupils with SEND in order for them to plan high quality, appropriately differentiated classroom material for all pupils.
- **A 'whole pupil, whole school' approach** is operated for the management and provision of support for SEND. SEND updates will be a regular feature of whole school meetings and that regular internal training is considered to up-skill all teachers.
- **A full time SENCO is provided** who will work with the SEND Inclusion Policy and work to coordinate provision across the Academy for all pupils with SEND.

Identifying Special Educational Needs:

Definition of Special Educational Needs (SEN). taken from section 20 of the Children and Families Act 2014.

A child or a 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 has a learning difficulty or disability if they:

- a) Have significantly greater difficulty in learning than the majority of others of the same age; or**
- b) 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.**

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if Special educational provision was not made for them.

Children MUST NOT be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

At The Ilfracombe Academy the SENCO coordinates the identification of pupils with SEND. However, this information is gathered from a number of sources in a variety of ways. Those parties will include all or some of the following (this list is not exhaustive):

- Parents – via a number of means of communication
- Statutory Assessment Information and Guidance
- Primary Schools including teachers, SENCOs and support staff where information is gathered via a number of transition visits.
- Parents evenings including year 5/6 open evenings and year 6 vulnerable/SEND evening
- Other professional information and reports
- CIC, CIN information and TAF meetings
- Data monitoring and tracking of progress in all Key Stages
- Standardised testing
- All staff working in school who teach pupils: including pastoral, support and teaching staff

Procedure: Where it is identified that a pupil does have SEND they will be included on the school SEND register and parents will be made aware of this placement in cases of new additions after primary transitions. The aim of formally identifying pupils in this way is to enable the school to ensure effective provision is in place and so remove barriers to learning.

Under the SEND (Special Educational Needs and Disabilities) Code of Practice (2014) all students recorded on the SEND register will be placed under 4 broad categories of need. These are:

1. Communication and Interaction (C and I)
2. Cognition and Learning (C and L)

3. Physical and Sensory (P and S)
4. Social, Mental and Emotional Health (SMEH)

While these 4 categories of need broadly identify aspects of primary areas of need for children and young people within the Ilfracombe Academy, we identify the needs of pupils by taking a more holistic approach to the child which will include not just the Special Educational Needs of that child or young person but other factors that may impact on their progress and attainment. Such factors may include:

- Disability (the Code of Practice outlines that 'reasonable adjustment' duty for all settings provided under current disability legislation, alone does not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an additional Language (EAL)
- Being in receipt of Pupil Premium
- Being a looked after Child (CIC)
- Being a child of a serviceman/woman

The Ilfracombe Academy adopts a Graduated Approach to SEND Support: 'Every Teacher is a Teacher of SEND'

The support provided consists of a 4 part process indicated below:

- Assess
- Plan
- Do
- Review

Under the Code of Practice (2014) pupils who are identified as having SEND will be recorded as requiring SEND support as a **single Category**. The graduated approach is at the heart of Whole School Practice and we are continually assessing, planning, implementing and reviewing our approach to teaching all children including pupils identified as having SEND. Class and Subject teachers are at the heart of this approach, adapting teaching and responding to the strengths and needs of all pupils. Teachers will adopt strategies provided by the SENCO and specialist staff under the 4 stages of SEND in planning, doing and reviewing provision.

Assessment:

Assessment of a child's needs is critical in planning effective strategies and providing appropriate adjustments to teaching or appropriate interventions that lead to good outcomes.

Assessment for identifying SEND at Ilfracombe Academy takes varying forms and involves a number of people already outlined above. Some approaches will include:

- **Transition programmes** – The SENCO works in partnership with all feeder primary schools to gather information on pupils with SEND as early as possible. They will attend annual review meetings of all pupils with a Statement of Special Educational Needs or **EHCP** from year 5 when invited, and to any other Team Around the Child (**TAF**) meetings where SEND needs are being discussed. Open evenings and days including a vulnerable pupil evening allow opportunities for parents to discuss the needs of their children with the SENCO. Additional visits to the college form part of this programme where students are able to become more familiar with the setting and the SENCO and other staff become more aware of their needs.
- **Whole school assessment processes** and tracking of pupils is done through progress panel meetings and discussions to identify pupils who are not making adequate progress, despite high quality teaching, taking into account progress across all subject areas, attainment and attitude to learning.
- **Teacher/subject assessments** at half termly intervals.
- **Further graduated internal assessments** using a variety of resources, are undertaken when necessary, by specialist staff within the Academy Learning support Team or, where appropriate by external agencies. Dyscalculia, Literacy Screening and **LUCID exam screening** are examples of those undertaken within the Academy.
- **Classroom observations**
- **The individuals' development** in relation to their peers and against national context expectations.
- **Pupil referral meetings fortnightly**, involving the, SENCO, HUB manager and Deputy Headteacher responsible for pastoral care. Pupils are referred by the Head of Year and Pastoral Coordinator for each year through an Information Passport document that informs the needs of the young person.
- **The views and experience of parents.**
- **The pupil's own views** and feelings
- **Advice from external support agencies.**
- **Multi-Agency meetings**

Plan:

When it is decided that a pupil at The Ilfracombe Academy requires additional SEND support planning and consultation will occur between the SENCO and the relevant parties involved in the delivery of provision. All those working with the pupil, including support staff, will be informed of the Child's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. Parental involvement in the planning of intervention may be sought, where appropriate, to reinforce or contribute to progress at home. For all students receiving Wave 2 and 3 intervention which requires extraction from parts of the usual curriculum, parents will be

consulted in writing, by telephone and/ or face to face meetings where the adjustments, duration of interventions and expected outcomes and review dates will be discussed.

Individual and small group intervention programmes at The Ilfracombe Academy cover the whole spectrum of learning needs and are catered for in our well-equipped Learning Support area. Careful consideration is given to every individual child using the varying assessment processes above before a programme is initiated. Some of the programmes offered at Ilfracombe Academy are:

- Literacy and Dyslexia Support – encompasses reading recovery and spelling support
- Numeracy and Dyscalculia Support
- Exam Access Arrangements
- THRIVE
- Social and Emotional support activities including Art, craft and social skills groups
- Re-tracking
- ASC intervention programmes
- Hearing impaired Support
- Visually impaired support
- HUB intervention programmes
- Please note that 1 to 1 support with the same TA is not normal school policy

In addition to all of the above consideration will be given to the following when planning:

- Do we require specialist support from external agencies?
- Individual departments to consider groupings and programmes of study that are suitable to all pupils with relevant and appropriately challenging work at each key stage.
- Flexible curriculum pathways to be available that are personal and allow for academic success and personal growth and that take account of individual needs and abilities.
- Work related and alternative curriculum provisions are bespoke as necessary.

DO:

The Tutor, Head of Year and Subject Teachers remain responsible for working with every pupil including those with SEND on a daily basis and for making appropriate adjustments to address the needs of the pupils that they teach, with the advice provided. They will work closely with teaching assistants and relevant staff to plan and assess the impact of additional support within their classroom.

When Wave 2 and 3 intervention is necessary and intervention is away from the classroom, Teaching Assistants and HLTAs will:

- Keep detailed records of interventions including short and long term outcomes, baseline assessments, and an outline of programmes or units covered in each session. These should be available for inspections, parents and SENCO as requested.
- Communicate with teachers other support workers and SENCO giving advice when necessary and where appropriate put strategies for working with individuals and groups on the SEND noticeboard in the staffroom.
- Attend any meetings regarding the students including annual reviews and TAC meetings to report on progress on the direction of the SENCO.
- Write IEPs with some students and distribute to staff when directed to do so by the SENCO
- Review intervention programmes at regular and appropriate intervals.

Review:

There is administrative time set aside for the SENCO to coordinate the planning, monitoring and reviewing of all SEND provision within the Academy. The SENCO will track the impact and quality of support of interventions in a variety of ways and in response to this will revise and make necessary adjustments, in consultation with relevant other parties.

The following are examples of the ways in which the SENCO will monitor and evaluate the success of SEND provision at Ilfracombe Academy:

- Via lesson observations, formally and through lesson walks.
- Discussion at annual reviews regarding progress against targets set for pupils with statements of SEND.
- At Progress panel meetings: discussing the whole profile of the student using internal and external data, National Curriculum teacher assessments, attitude to learning information and attendance. Summarizing needs and discussing future provision. These occur each half term.
- Seek feedback from parents/carers relating to their degree of satisfaction with the quality of provision and progress of their child, during parents meetings, phone calls, through email communication and for pupils with statements of SEND, at annual review meetings.
- Analyse targeted individual intervention data at regular intervals with the TA/ HLTA who is delivering the programmes.
- Evaluate evidence of the quality of teaching and learning of pupils with SEND, through regular cycle of whole school lesson observations.
- Analysis of whole school data.
- Analysis of attendance and exclusion data for pupils with SEND
- There is also an established whole school procedure for seeking parental views and satisfaction.
- Identify strengths and areas for improvement in the department Improvement Plan and share action plans with all the Head teacher and support staff.

Links to external support services for SEND

The Academy continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Information sharing is key to the effective and successful SEND provision within the Academy. The Pastoral Team, School Councillor, School Nurse, EWO, YOT, Deputy Headteacher responsible for Pastoral Care, Pastoral co-ordinators and Heads of year, CAMHS representative, HUB intervention worker, Learning Support workers, **Youth Worker ? no longer in post**, Educational Psychologist and other professionals on invite, attend regular Multi agency meetings. Relevant information regarding individual pupils will be discussed and where necessary disseminated to relevant teaching staff. This forum provides an opportunity to gather evidence, share knowledge and skills and appoint the relevant key worker or programme suitable to support the needs and requirements of each individual. Funding is used flexibly to purchase additional support and advice on an individual basis. In addition to the multi-agency meetings outlined the SENCO, HUB manager and Deputy Head teacher meet every fortnight to discuss referrals made by the pastoral team. These are an opportunity to discuss which services may benefit individual pupils and who will be responsible for acting as a key worker to that child.

Allocation of resources and funding for pupils with SEND:

All pupils with SEND will have access to Element 1 and 2 of the schools budget. Support may be shared with other students where there are students with similar needs within the same group. Some pupils with SEND may require additional funding and **statutory support** to support their **Complex** needs. To access this funding the school will have to **complete an application to the 0-25 SEND team for an EHCP**.

A number of SEND pupils may also receive intervention funded by Pupil Premium, dependant on the nature of the programmes offered.

Referral for an Education, Health and Care Plan: One significant change arising from the government reforms (Children and Families Act 2014) are that statements of special educational needs, for children with complex needs have now been replaced by EHCP's.

If a pupil at Ilfracombe Academy has significant and complex learning difficulties which have continued over time despite ongoing intervention, the school may request that a statutory process of assessment is undertaken by the local authority. Previously such an assessment was known as an application for a statement of Special Educational Needs. This will occur when the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, planning provision and identifying resources, is required.

Any student requiring additional resources beyond the school allocation will be required to be part of ongoing team around the family, planning and review meetings (TAFs) and all minutes of

actions over time recorded. The decision to proceed with an application for an Education, Health and Care plan will require the Academy to proceed with a EHCP request and follow up E2 submission. A minimum of 2 review meetings must then be undertaken before progression to an application for an EHC plan can be undertaken. Parents must be fully involved in all stages of the process. Team around the Child meetings need to be multi-agency focussed and targets need to be outcome led and reviewed frequently.

An application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents and pupils
- Teachers
- SENCO's
- Social Care
- Health Professionals
- Other relevant professionals

A decision will be made by the Local Authority representatives from Education, Health and Social Care as to whether the pupil is eligible for and EHC plan.

Parents have the right to appeal against the decision not to initiate a statutory assessment leading to an EHC plan, the content of an EHC plan or against the school named in the plan if it differs from the preferred choice.

Once an EHC plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The **Annual Personal Review** enables provision for the pupil to be evaluated and where appropriate, for changes to be put in place.

Further information about EHC plans can be found via the SEND local Offer:

www.devon.sendlocaloffer.org.uk or by contacting the Parent Partnership service

More details about the government reforms and the SEND code of practice can be found on the Department for Education's Website:

www.education.gov.uk/schools/pupilsupport/sen

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the provision and services that are available both to those families in Devon that have an EHC plan and those who do not have a plan, but still experience some form of special educational need. It includes

information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Training and resources:

Funding for inclusion is delegated to the Academy through transparent LA funding criteria.

Human, physical and financial resources for pupils with SEND are allocated by the Head teacher and Governing body in consultation with the SENCO and business manager

Funding streams are pooled to ensure inclusivity. The whole Academy budget finances:

- The SENCO
- Maths Support
- The Literacy Coordinator
- The HLTAs and TAs
- The HUB manager
- Brokered support to the Academy's use of support services including the Educational Psychologist and school councillor

The Academy maximizes its available resources to ensure that provision is matched to need. Detailed records of provision for individual pupils, groups and whole school initiatives illustrate how funding is used creatively to meet the needs of targeted groups of pupils and to ensure that statutory duties for pupils with statements/EHC plans are fully met.

The success of the Academy's allocation of resources for pupils with SEND is monitored and evaluated on an annual basis. The success of the Academy's policy for SEND is measured through monitoring pupil's targets and social and academic achievement. Staff training and appraisal systems for monitoring the training of all staff is recorded as a whole school using Bluesky Education.

Working in Partnership with Parents/Carers:

Ilfracombe Academy believes that parents and carers have a fundamental role to play in the process of inclusion for their children. It seeks to include all parents/carers in the education of their children by acknowledging that Partnership with parents plays a key role in promoting a culture of cooperation between parents, colleges, LEAs and others.

In recognition of this the Academy offers a range of opportunities, both formal and informal, for parents and carers to be involved in the Education of their child including through:

- A formal meeting each year with parents/carers with subject teachers
- Tutorial meetings for year 7 pupils

- Vulnerable pupil evening
- Pupil planner communication
- Signposting parents/carers of pupils with SEND to a variety of parent/carer support groups
- Annual review meetings for 'Statemented' pupils
- Team around the **Family meetings**
- Core group meetings for those children under social care
- PEP meetings for children in care
- A range of other meetings regarding interventions offered including THRIVE
- The school will strive to be aware of parents with additional needs or special educational needs and support them

Roles and Responsibilities: Inclusion of pupils with SEND

The head teacher Mrs S Marshall oversees the Academy Policies and is responsible for ensuring that they are implemented effectively throughout the school.

The school Curriculum is regularly reviewed by the Senior Leadership team to ensure that it promotes inclusion for all pupils. The Curriculum Leader is **Mr Twomey (Assistant Head teacher)** who works closely with the SENCO to discuss curriculum changes and bespoke curriculum arrangements for individuals. This includes learning outside the classroom, alternative and off site provision.

Pupil Premium and looked after children funding is managed by the Assistant head teacher and the Head teacher who are responsible for progress and achievement across the Academy.

SENCO – Mrs Carmel Ball

- Keep abreast of legislation and good practice as it affects SEND
- Coordinate the development and implementation of policy and provision for pupils with SEND
- Designated teacher for children in care
- Keep staff fully informed of special educational needs of any pupils including sharing progress reports, medical reports and professional information that will support their planning
- Provide or organise regular training and learning opportunities for staff on the subject of SEND and SEND teaching. Ensuring staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND
- Assist in coordinating early identification of SEND
- To ensure that in class provision and support are deployed effectively and that the curriculum is differentiated effectively when necessary
- Work in partnership with colleagues, parents and carers, pupils and outside agencies to set short term learning outcomes for pupils with SEND

- Work with others in school to coordinate the monitoring of pupils achievement and use this information to inform planning and intervention
- Effectively audit and manage resources in relation to SEND
- In conjunction with other senior and middle leaders, monitor the quality of teaching and learning for pupils with SEND and work with colleagues to set targets for improvement
- Liaise with external agencies in matters relating to SEND, including in respect of post 16 transition planning for pupils with statements/EHC plans
- Line manage HLTAs and TA's
- Take responsibility for training teaching assistants and supporting their professional development
- Act as an advocate for pupils with SEND at pastoral, curriculum and inclusion meetings
- Work in partnership with feeder primary schools and their parents to plan effectively for transition of pupils with SEND
- Seek further support for students with complex learning needs through the DAF process
- Work in partnership with the HUB manager
- Work in partnership with the Local Authority

Role and responsibilities of HLTAs and teaching assistants:

- Specialist Nurture HLTA, AQA unit awards Co-ordinator
- 2 further Nurture TAs
- Literacy Coordinator/ EAL – HLTA
- Hearing impaired support and teacher of SEND maths specialist HLTA
- Numeracy Extraction and classroom support maths specialist HLTA
- **Step up to English** - Entry level English Specialist TA
- Access Arrangements coordinator and literacy screening HLTA
- THRIVE coordinator and **ASD** and Secondary trained practitioner
- Art Thrive worker
- HUB manager – alternative curriculum, COPE and outdoor learning programmes HLTA
- Subject Specific TA's – English, Maths, Art, Design and Technology, Performance – including PE, Music and Drama, Humanities and Science
- There are **2 other** teaching assistants who provide in class support appointed through **EHCP** funding for individual pupils.

Role of the governing body and SEND Governor:

The Governing body at Ilfracombe Academy will ensure that the SEND provision meets the needs of the pupils with SEND. The SEND Governor will liaise with the Head teacher and the SENCO and report back to the governing body and parents and carers on the success of the colleges SEND policy and provision. As required, the head teacher's report contains a review of SEND provision, informed by the SENCO. There is a specific Portfolio group which addresses SEND and Safeguarding issues.

Admission arrangements:

Please refer to the information in our school prospectus.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND, those with Education, Health and Care Plans and those without.

The SENCO and Pastoral team work in partnership with feeder schools and will attend the year 5 and 6 annual review or team around the child meetings as is requested. Additional visits and taster events are organised for specific pupils to enable them to familiarise themselves with the Academy and to reduce potential anxiety. Parents will be invited for individual discussions in addition to whole school evenings.

The Academy will plan for the provision of pupils with SEND and do its utmost to target resources appropriately, including ensuring that the special educational provision outlined in pupils statements/EHC plans are delivered.

In the event of the Academy receiving a pupil with SEND mid-year, the Academy will assess their needs and make reasonable adjustments out of its whole school budget to ensure the pupils needs are met.

Storing and managing information:

The SENCO will hold records of all SEND support such as the SEND register, provision maps, timetables, IEPs and individual pupil information which will be stored in locked filing areas. Appropriate information is sent to Petroc College and other establishments for Further Education on transition. This is also applicable when students transfer to different school settings.

The LSU and HUB hold the files of individuals who are working with them, their information passports, provision maps and pupil profiles. They will also hold all individual work and monitoring of progress records.

Individual TAs will keep records of all individual intervention which is accessible for meetings with pupils and parents.

THRIVE records and assessments are kept by individual THRIVE practitioners.

Staff can access the following information on the Academy shared file:

- The Ilfracombe Academy SEND policy
- A copy of the complete SEND register

- Guidance on identification of need in accordance to the revised SEND code of practice
- Information on individual pupils special educational needs and strategies for working with them including their IEPs.
- Practical advice and information about types of Special Educational Needs
- **Additional information regarding students and strategies for working with them is currently being updated on S Drive.**

Complaints Procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak in the first instance to the SENCO or the Deputy Head teacher responsible for pastoral care who will be able to offer advice on formal procedures for complaint if necessary. In the unlikely event of the need to take the matter further, the Head teacher will deal with the complaint and refer it to the governing body if the issue remains unresolved.

The Local Authority has a Parent Partnership Service, which offers independent advice and support for any parent/carer with a child with SEND. Further information can be found on the Local Authority Website.

SEND update review:

Teaching assistants are now working confidently and consistently within their departments and identification of pupil needs through classroom support and closer Liaison between the TA and the teacher has enabled improved support, both within the classroom and in extraction support groups. The improvement of specialist subject knowledge has enabled more targeted support for students beyond the classroom during lunch times and in after school revision and support sessions.

Some of our current interventions can be seen in the outline below:

Learning Support Provisions : 2016		Students involved
Study Skills	Group work. Focusing on improving cognitive skills to benefit learning in and out of school.	
AQA Unit awards:	Certificated units following schemes of work, chosen to suit learning needs/requirements of pupil/s for whom GCSE study in the whole spectrum of subjects is too challenging.	

Study Support:	Supporting pupils with their timetabled subjects – mainly KS4 pupils.	Pupils referred via progress panel meetings as and when the need arises
SEAL/HUB provision	1:1 or small group work focusing on Social and emotional topics that impact learning and wellbeing. Emphasis on Self Awareness, Self-Regulation, Empathy, Social Skills and Motivation. Re-tracking Girls/boys Groups Bespoke provision for individual needs: Includes outdoor programme, Equestrian work, SEAL, COPE, AQA unit Awards, Breakfast Club, curriculum support/study skills	
THRIVE	1:1 or small group work to develop the social and emotional aspects of Learning so that students can overcome obstacles that are a barrier to learning and become more ready to learn	
ASC/ADHD social skills support	1:1 or small group work to support students with classroom and social strategies. Sessions are planned according to the needs of individuals	
Literacy support extraction programmes and tutorial reading and spelling programmes, vocabulary and comprehension support	Small group support for students with literacy difficulties to develop reading, spelling, vocabulary and comprehension to supplement and support access to the whole curriculum.	
Numeracy support extraction programme	Small group support for students with identified numeracy difficulties. Students come out of maths lessons for a 6 week block of time to receive intensive support on curriculum areas to help give them the building blocks to access curriculum maths.	

KS3 Literacy and numeracy Skills and ICT	Small group support for identified pupils in years 7, 8 and 9 out of MFL to close the gap between them and their peers in order to access wider curriculum. Students work in groups of approximately 5 and rotate each term covering a variety of literacy and numeracy topics. They learn to present work and develop ICT skills	
AQA - Step up to English	For identified individuals for whom GCSE and year 10 English curriculum is not appropriate. Students will follow a programme that supports them to develop key skills which underpin study for GCSE English in KS5	5 pupils in year 10
Tutorial Mentoring programme	For students who require regular target setting and feedback predominantly for behaviour or support for ASC	
Alternative/Bespoke curriculum	For students who cannot access a main stream National curriculum, they will study a programme which is designed to meet their needs to develop life-skills, literacy and numeracy	Pupils are discussed on a needs only basis. Currently a small group of year 9 students study Unit Awards in Geography.

The Spelling through Morphographs Literacy programme has been particularly successful with students of all ages.

This program instructs specifically on spelling; comprehension, listening, proof reading, whilst learning the meanings of words thus improving vocabulary. Assessment is ongoing with self-marking and the teacher evaluation of work every lesson.

Of the 148 students who participated in the programme 60% improved their spelling age by more than 6 months and 57% improved their reading age by 6 months.

POLICY HISTORY

Policy / Version Date	Summary of change	Contact	Implementation Date	Review Date
October 2014	Total update in line with changing legislation	C Ball	October 14	April 16
April 2016	Slight Amendments following TA re-structure	CBall	April 16	
September 2016	Further amendments following staff changes and redundancies.	CBall	September 16	
February 2018	Slight amendments taking into account changes to the allocation of resources from Element 3 DAF funding to statutory EHCP process following the Graduated response documentation	CBall	February 18	