



The Sutton Academy

Additional Educational Needs Policy Policy for Special Educational Needs & Disability

Status	Statutory
Responsible Governors' Committee	Curriculum and Standards
Date first approved by GB	28/01/2016
Responsible Person	Miss T Simmonds
Review Date	January 2017
Ratified Date	January 2016

Introduction:

As an academy we recognise that all stakeholders are responsible for creating, maintaining and constantly striving for a fully inclusive learning environment in line with the SEN Code of Practice 2014 and the Equality Act 2010.

As an academy we recognise that all learners have individual educational needs, we are fully committed to ensuring that there is Quality First Teaching (QFT) for all students in every lesson; the differentiation of all teaching and learning is an academy priority. However, we recognise that some students have Special Educational Needs beyond those that are met through QFT and these are the students we define and discuss as have Additional Education Needs (AEN).

Section 1: Principles

- The Sutton Academy understands the right that all students have to a broad and balanced curriculum, including maximum possible access to national curriculum subjects. We acknowledge the potential of personalised learning and are committed to the review of curriculum structures, in order to raise the potential achievements of all students, with or without a diagnosed learning difficulty.
- The Sutton Academy meets all disability guidelines with reference to the DDA. We are committed to the support and inclusion of students with disabilities and disability access is available across the site.
- We believe that all students are entitled to be valued by all staff for the individual contribution they make to the academy, to experience success and to feel positive about themselves. The development of emotional intelligence underpins the learning programmes for all AEN students.
- Our vision at The Sutton Academy is one of responsible inclusion. We are committed to the use of a range of strategies to enable our students to overcome barriers to learning and reach their full potential. We believe that students benefit from a holistic approach to learning. Our Student Development Centre is designed to support students with AEN in a safe a nurturing environment with the most up-to-date facilities and technologies.

Section 2: Responsibilities

All staff at The Sutton Academy, in both teaching and support roles, are informed about the Additional Educational Needs of the pupils on the AEN register and are fully committed to supporting these, and all, students to make the best possible progress. All teachers are teachers of AEN, and in the first instance students' needs are met through QFT.

All departments have a responsibility to oversee provision for students who experience barriers to learning. The AEN register is regularly reviewed, by the SENCo and the AEN Team, and updated and shared with all staff using the SIMs system and weekly AEN bulletins to all staff.

All staff are trained to understand the coding on the register:

- E or S = Statement (phased out by April 2018) or EHCP
- K = SEN Support – students with additional needs, who need more than quality first teaching in the classroom, or a short term catch up booster to make progress. Students will have a Keyworker allocated to them.

- 0 = Students who are ‘flagged’ to all staff, but are not on the register, these students may have a diagnosed Learning Difficulty but are making progress with QFT so do not require additional support. (In many ways the most important students for teachers to know about – statutory responsibility is with teachers) Needs are met through quality first teaching.
- N = No SEN support

All staff are also regularly provided with information about different types of Learning Difficulties and given advice and guidance on how to be inclusive in their lessons. This training is part of the ‘New Staff Induction’ programme.

The Principal: “Responsible Person” as defined by the SEN Code of Practice

Mrs Alison Sherman

The Principal and the academy Governors have responsibilities as defined within the SEN Code of Practice. For example, to determine, organise and implement the procedures for identification and provision for children on the Code of Practice to deploy the staff as necessary including the functions of the named SENCo (Assistant Principal for Inclusion and AEN) and to ensure regular reports are made to governors regarding the effectiveness of the AEN policy.

The named governor for AEN is **Dr Jette Burford**

The Inclusion Team: Persons responsible for coordinating the day-to-day provision for students with AEN

1. Assistant Principal for Inclusion and AEN (SENCo)

Mrs Tabitha Simmonds

Is responsible for:

- Ensuring that the statutory requirements for students placed upon the AEN register are met
- Co-ordinating provision for students AEN register, including exam access arrangements
- Tracking and monitoring of all students who have AEN

The SENCO is also responsible for the line management and deployment of a team of Learning Support Assistants directing the Lead Learning Support Assistant and Senior Learning Support Assistants, PC Manager and Curriculum Leader for AEN.

As a member of ALT the SENCo is also responsible in leading and directing all staff at the Academy in the day to day implementation of an inclusive learning environment.

Lead Learning Support Assistant

Miss Kerry Haggerty

Is responsible for managing the day to day workload of the LSA team. Ensuring that students’ learning needs are met through the allocation of LSAs, managing interventions and organising the SDC resources and provisions.

2. Curriculum Leader for AEN

Is responsible for ensuring students with identified AEN are receiving appropriate provision within the curriculum, primarily students identified as needing to follow the Gold Pathway. In addition to this has a teaching timetable dedicated to the delivery of Gold Curriculum Pathway at KS3 and KS4.

The Gold Curriculum Pathway delivers a bespoke curriculum to those students who are unable to access the mainstream curriculum due to their learning needs. It targets a small KS3 cohort each year for intensive provision. These students receive an intensive personalised learning package, which covers English, Mathematics and Humanities and aims to raise literacy, numeracy and emotional literacy skills, so as to raise achievement. This provision eases transition as it is based on a primary model for 50% of a student's week.

3. Teacher for Inclusion – Outdoor Curriculum Leader

Is responsible for planning and delivering a curriculum that is appropriate to the needs of the students with AEN, including alternative qualifications: NCFEs and Duke of Edinburgh Award.

4. Personalised Curriculum (PC) Coordinator

Is responsible for the individual provision and delivery of the curriculum for students who are unable to access mainstream lessons. Students are referred for placement in the PC area and a bespoke package of support, intervention and national curriculum subjects is put together dependant on their needs.

5. Senior Learning Support Assistants (Level 3)

Are responsible for planning, delivering and monitoring targeted support depending on the needs of students that are identified through liaison with the SENCo and all stakeholders.

6. Behaviour Support

Is responsible for managing the Restorative Justice provision, coordinating RJ with students and ensuring that appropriate work is in place for students who are in the RJ.

7. Learning Support Assistants (Level 2)

Are responsible for working directly with AEN students, under the guidance of the SENCo, Lead LSA and teachers. As keyworkers LSAs liaise directly with all stakeholders and become the expert around each child.

8. AEN Administration

Is responsible for ensuring the AEN register is up to date and that information is regularly updated and communicated with all staff. Acts as gatekeeper to AEN files and documentation, coordinated the AEN and calendar including review dates and minutes from meetings.

The Inclusion team have shared responsibilities for students on the AEN register and those with any barriers to learning. Their specific responsibilities include;

- Liaison and advice to teaching staff in relation to the support of students with AEN; this will include teaching strategies, use of Pupil Profiles and regular updates about the needs of their allocated students.

- Liaison with parents

- Liaison with external agencies linked to SEND

- Liaison with Pastoral (Progression) staff and Learning Directors

- The day to day running of the academy's AEN interventions and Gold Groups.

Learning Directors have responsibility for;

- The day to day operation of the departmental AEN provision

- Overseeing the implementation of the Code of Practice 2014, with the support of the AEN Team.

- Ensuring effective learning and teaching strategies are employed for AEN students.

- Monitoring and evaluating progress of AEN students in their departments.

Progression Leaders have responsibility for:

- Monitoring the achievement of students on the AEN register within their year group.

- Communicating information about these students to staff.

- Liaising with the parents of AEN students, alongside the SEND team making sure that all stakeholders are informed on any developments that may impact on the progress of AEN students.

- Liaising with the SEND team regarding these students and keeping themselves and staff up to date with regard to external agency interventions.

- Monitoring progress and intervention of these students.

Looked After Children

The named teacher for Looked after Children is **Mrs Tabitha Simmonds**

The LAC champion is: **Lisa Dykes**

The champion for Looked After Children, supports appropriate provision for these students through close monitoring of Personal Education Plans (PEPs), liaison with social care and evaluation of provision.

Section 3: AEN Systems and Routines: Identification, planning, assessing and reviewing

The academy ensures that there is a **graduated approach to the support of AEN students:** identifying, planning, delivering, assessing, recording and reviewing the needs of AEN students, in line with the SEN Code of Practice 2014.

There is a rigorous transition process, as soon as students are offered their place at Sutton Academy we start liaising with their primary setting. Both the Inclusion Team and Pastoral team meet with staff at primary settings and profile the needs of students. When students are identified as having additional needs we then develop a package of support for transition. In some cases if Sutton is going to be named on a student's EHCP we will start this process earlier in Y5.

If a student arrives at Sutton with no need identified, but then struggles to make progress in any area of their learning – both academic or social - we have a number of ways we can identify their needs. Initially all students take CATs (Cognitive Abilities Tests) this information is used by staff to inform their understanding of students' abilities. If there are discrepancies in ability or concerns this information is identified by the SENCo and Intervention teams. In addition all students are screened for Literacy and Numeracy levels when they arrive. These assessments pick up any areas of weakness that can be targeted through intervention over the first year at Sutton Academy.

If there are major concerns about a student's ability to access the curriculum, the SENCo is qualified to complete Psychometric Assessments in a range of areas to identify specific areas that a student needs support in. If there are any further areas of identified that need specialist support students can also be referred via the bi-annual Planning and Consultation Meetings with the local authority to the Educational Psychologist service, or other relevant support providers in St Helens.

All teachers and LSAs have regular training in relation to Additional Educational Needs and Learning difficulties and there is a regular dialogue about students who are underperforming. If any staff have concerns there is an internal referral procedure which is used. These include department meeting and students focus groups each week.

Provision for all students who have additional needs will be made by the most appropriate agencies as required. In most cases this will be The Sutton Academy, working in partnership with the pupil's parents. Regular meetings and reviews take place with all those involved to ensure a comprehensive and consistent approach is taken.

Target Setting and Pupil Profiles

Students identified as having an AEN will still be subject to academy target setting, focussing on four levels of progress (Good progress measures). Students with SEN Support status on the AEN register will be monitored through whole academy tracking; in addition to this AEN students who have Key Workers will have termly monitoring reviews of their interventions, this will involve liaison with all stakeholders and planning for future intervention.

All students on the AEN register will have a Pupil Profile with regularly updated information regarding their needs and strategies to support them. These will be reviewed annually although these students will also be tracked termly as stated above. This information is stored centrally on SIMs so that all staff are able to access and use the information.

Efficient use of Learning Support Assistants/Resources to Support Students with Additional Needs

Differentiation is an essential part of curriculum planning. Departments should deliver quality first teaching before anything else. Learning Support Assistants (LSAs) are allocated to assist class teachers in providing support for specific students. All LSAs have a kit of resources to support students and learning as directed. The majority of LSAs will be with specific students through EHCP funding or enhanced SEN support funding provided by the Local Authority. LSAs should however, be directed to support groups as appropriate.

Section 4: Deployment of AEN financial resources

The Academy budget allocates a proportion of funding for students with additional needs, in line with the number of AEN students on the register. Funding is largely allocated towards specialist staffing. A proportion of the budget is used for learning/ICT resources, which are situated within the Student Development Centre. Some funding is allocated towards individual students according to their needs.

Staffing

Staffing levels are determined by the educational need of the students. Students who are identified as “SEN support” or who have an EHCP will often receive additional tuition in the form of a personalised support package from staff experienced in working with students on the Code of Practice.

The staff within the AEN team have experience and qualifications in teaching students with learning, specific learning and behavioural difficulties. As a result, we can adopt a comprehensive approach to meeting students’ needs, including those with complex needs.

Continuing professional development is a priority for the Academy. Inclusion staff attend a variety of inset/courses, including training to support the emotional needs of AEN students. Examples of training include; dyslexia specific support, supporting Developmental Coordination Difficulties and up to date training on Autistic Spectrum Disorder.

Facilities

The specific facilities for AEN students include five specialist classrooms within the Student Development Centre. Separate to this we have three “Gold” classrooms to cater for our vulnerable AEN students. The classrooms have been designed, with attention to the latest research regarding ‘effective climates for learning’. We have also invested in the latest technology to provide AEN students and other students with the best chance of overcoming their barriers to learning and raise their potential to achieve.

Section 5: Communication systems

Internal communication

The AEN register is on SIMs so that all staff can access historical and current information about students’ needs as well as recent assessments and reports. All information related to students learning needs are kept confidentially on SIMs. When updates are made this is communicated to staff via the AEN Bulletin on a Monday. Any information about students will be relayed via the bulletin and then placed on SIMs.

Students on the AEN register will have Pupil Profiles that are saved on SIMs but also shared in a booklet for each department at the start of the academic year, this information can then be shared with cover teachers and new staff who may not have access to SIMs.

Between academies

- **Year 6 transfers:** SENCo and Lead LSA attend relevant Y5/Y6 AEN reviews or planning meetings in order to inform parents and the local authority of the provision, which is available at The Sutton Academy. Between them they also meet each primary academy SENCo annually to arrange for the transfer of information about AEN students who will be entering The Sutton Academy.
- **Links with Special Academies:** Integration of students from special academies into mainstream education on a part time or temporary basis is undertaken whenever necessary. The Sutton Academy has developed effective links with authority special academies, including Landsbury Bridge and Penkford special academy.
- **Links with Post 16:** The academy will support the transition needs of students from The Sutton Academy to any other education establishment through liaison, with relevant parties. Links with St Helens College are strong and many of our AEN students visit the college prior to taking up a place there.

Communication with external agencies

The academy has strong links with external agencies. Our aim is to streamline and coordinate advice/support from external parties:

- With regard to the Code of Practice the academy's team will contact external specialist support services in relation to students on the Code of Practice.
- Students with AEN will receive support and guidance from our Educational Psychologist as required.
- The academy supports the work of children's services and the associated legislation, including the revised work on the new Code of Practice. The Sutton Academy works hard to develop and maintain regular contact with Education, Health and Social Care and Youth Support services.

Communication with the Local Authority

The academy works closely with the Local Authority, through our designated **Inclusion Officer** (Mrs Francine Crawford). Regular meetings and monitoring visits are held between the AEN team, pastoral team and the Inclusion Officer. We liaise closely with the Inclusion Officer, who offers day-to-day guidance and support in all matters related to AEN and inclusion at KS3 and KS4.

Regular AEN meetings, organised by the local authority are also attended to discuss SEN Code of Practice and inclusion issues.

Section 6: Communication with parents

One of the AEN team's main priorities is to develop and maintain strong links with parents. Not only in a formal basis with review meetings which aim to actively involve them in identifying and assessing additional needs, planning support and reviewing progress. But also in a less formal manner; one of the primary roles for keyworkers is to build a relationship between home and the academy so that the best support can be put in place for students.

The Academy Offer, in line with current legislation, is available on the academy website and shows what parents can expect from the academy with regards to meeting the needs of AEN students. The

website also offers parents and carers ready access to information about AEN support in the local community.

There is a designated time every week for parents to drop into meet with the SENCo and discuss their child's needs.

Should a parent consider there are any shortcomings in any aspects of the service delivered by the academy, a meeting with the SENCo can be arranged. Parents who at this stage feel there are still issues to be resolved have the right to take these matters to the Principal, the governing body and the LA if required. In any event, the academy will report back to the parents regarding the issues at the earliest convenience.

Section 7: Evaluation of policy

The Academy will ensure that the policy remains effective and relevant to the needs of students, by holding regular self reviews and a regular review of this policy. This will involve staff and governors to update and evaluate established procedures regarding AEN and disabled students.

Review of Policy:

July 2016