



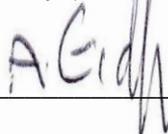
SEN Policy

Policy Version Control

Version history see Annex A errata for details

Version No.	Policy Author	Date Updated	Review Date
1	G Mellefont	01.09.2016	Sept 2017
2	G Mellefont	02.10.2017	Sept 2019

Approval: A Godfrey (Chair of Board)


 _____ (signed) **Date authorised:** 12.10.2017

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Once issued, as a minimum this document shall be reviewed on an annual basis by the originating team/function. To enable continuous improvement, all readers are encouraged to notify the author of errors, omissions and any other form of feedback.

Values & Ethos

North View Academy is a specialist primary provision for children with social, emotional and mental health difficulties. In September 2015 North View Academy became an ASD designation.

At North View Academy children come first and our priority is to deliver high quality teaching and learning, whilst at the same time providing rich and truly enjoyable learning experiences for our children. This approach means that every effort is made to promote a positive school environment in which belief is instilled in children that they can achieve.

At North View Academy we will strive to:-

- Provide a secure and stimulating environment that is conducive to all children having the opportunity to reach their full potential;
- Have regard and respect for the experiences, knowledge and cultural diversity that every child brings to school. To use this as a foundation for improving standards;
- Value the achievements of all children, both in and out of school and provide opportunities to develop self-confidence and a positive self-image;
- Provide a supportive culture in which all staff are encouraged to extend, develop and share their expertise;
- Ensure that issues of equal opportunities are considered in all our work;
- Provide a curriculum based on the National Curriculum that is broad, balanced, relevant, progressive and appropriately differentiated;
- Offer all children equal access to the curriculum and school life, where individual differences are appreciated, celebrated, understood and accepted;
- Encourage children to become good citizens, by developing caring attitudes and respect towards themselves, other children, adults, their school and their community;
- Recognise that children are constantly developing and ensure that the curriculum offered to them is appropriate to that development;
- Encourage each individual to take responsibility for his/her behaviour and to act as a good role model to others.

Mission Statement

To create a happy, secure and stimulating learning environment in which all members of the academy can grow in confidence and develop their full potential.

North View Academy's Aims are:

- To value and recognise the uniqueness and achievement of every member of our school family.
- To promote British and Co-operative Values and attitudes of care, tolerance, trust and respect within the school and wider communities.
- To nurture and support all abilities, helping every child to achieve his/her potential in all areas of learning – intellectual, emotional, physical, social, moral, spiritual and cultural.
- To ensure excellence in teaching and learning within a high quality learning environment, through leadership and within all aspects of school life.
- To equip children with the resilience and perseverance to become creative and independent thinkers and to become learners for life within an ever-changing world.
- To provide the full breadth of the National Curriculum with emphasis on the basic skills of English, mathematics, science and computing.
- To develop learning activities which stimulate positive models of enquiry, reflection, challenge and innovation.
- To develop sensitivity to individual needs and climate of nurture and support in which self-confidence and self-esteem can grow.
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North View Academy offers additional support in:-

- Progress in cognition and learning
- Development of social and emotional regulation
- Support with mental health difficulties and resilience building
- Development of communication and prosocial interaction

Definitions

A child or young person has special educational needs if he or she has a learning difficulty or disability which requires special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream provisions.

A special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Educational Provision

All pupils at North View Academy have an education, health and care plan. We provide education for primary aged children with a range of special needs including:

- Autistic spectrum disorder
- Moderate learning difficulties
- Social, emotional and mental health difficulties

We believe that the physical environment is important in setting the climate for learning. North View Academy was purpose built in 2012 and provides a calm and safe environment in which children can thrive.

A range of specialist facilities are offered:-

- Small class sizes with high adult:pupil ratio.
- Staff that are experienced and skilled in working with children with a range of SEN difficulties.
- Access to a broad and balanced curriculum appropriate to the needs and abilities of the children.
- School organisation offering a consistent and structured environment promoting the development of appropriate and acceptable behaviours.
- Development of positive relationship with health – currently an ADHD clinic is held in school.
- Support from CAMHS – base at school, at least one afternoon a week.
- Dinosaur School – specific programme for children with social, emotional and behavioural difficulties. This programme is led by a specialist mental health teacher from CAMHS supported by members of staff that has accessed Webster-Stratton training.
- Friends Programme – for children with anxieties. Again this is led by a specialist mental health teacher supported by members of staff that has accessed Webster-Stratton training.
- Extended opportunities through after-school clubs with each child accessing a different club each half-term.

National Curriculum

- Pupils access a full and varied curriculum that is differentiated to meet their needs.
- Pupils have access to a range of resources to support their learning and enable progression.
- A range of teaching styles are incorporated to engage all pupils.
- Pupils are encouraged to become independent learners.
- Praise and encouragement are implemented to develop enthusiasm and instil determination.
- Achievements and successes are celebrated throughout the academy:
 - Good Book Assembly
 - Class Charts Points / Rewards
 - Star of the Week
 - Power Literacy Team Achievement Points/Display Board

Resources

We accept a variety of means of recording and providing specific aids to learning. We assess written material for suitability of reading level and provide differentiated learning resources as necessary. We organise our classrooms to ensure access to resources is appropriate to all pupils needs.

The academy recognises the need to provide the maximum amount of assistance to pupils with special educational needs given budgetary limitations. Learning Support assistants are provided in each class and individual teachers undertake to deploy any such assistance in the most beneficial way. We aim to remain as flexible as possible in meeting the differing needs of the pupils and use assistants in the most appropriate way.

Equal Opportunities

North View Academy supports the rights of all pupils to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality.

Educational Health Care Plans (EHCP)

An educational health care plan is reviewed annually. A review can be called at any time by the school, parent or LEA. Some weeks are needed to allow reports to be compiled so the academy sets a date of the review and requests parental/pupil views and a report from the class teacher.

A representative of the LEA will be invited if it is anticipated that a change of provision may be sought. If re-integration might be an option, a representative from the appropriate school will be invited.

An educational psychologist may attend if a report has been sought. Similarly, a representative from Health or CAMHS will attend if there has been a referral to the SENCO.

The outcome of the review meeting will be sent with all the papers to the Special Needs Section at the LEA.

Parent and Pupil Views

One of the underlying principles in the New Code of Practice was to involve children, parents and young people in decision making and greater choice thereby giving young people and parents over their support.

North View Academy recognises the importance of effective communication between staff and parents. Daily contact is maintained between home and school via a home/school diary which allows parents/carers to follow each child's school day whilst also offering them the opportunity to record any comments.

Parents are kept informed of their child's progress at every stage and are welcomed into school. There are open evenings offered each term providing the opportunity for parents to discuss their child with both the teacher and the learning support assistants working closely with their child, whilst also allowing them the chance to visit the classroom, observe display work and look at their child's work.

We use questionnaires to inform evaluation of the effectiveness of our provision. We also encourage any visitor's, parents included, to record their views following a visit to the school.

Parents/carers and pupils contribute to the annual reviews. We work with parents to arrange appointments at times that are convenient, offering as much flexibility as possible.

Parents whose children are involved with the CAMHS professionals attend parenting groups and issues are addressed.

Complaints

All parents are entitled to see the special needs policy on request. Should any parent be dissatisfied with the school's effort on behalf of their child, they will be invited to discuss any issues with the Class Teacher and SENCO. They can then be referred to the Head Teacher so that the situation can be investigated and if necessary improved.

A member of the Governing Body of the school is named as having a particular interest and responsibility for special needs and complaints can be taken to that person if necessary.

Any complaints made to the board of governors from parents/carers of pupils concerning the provision made within the Academy are dealt with under the procedures of the Academy's complaints policy.

Transition

In order to ease any transfer problems for the children here, arrangements are in place for liaison between North View Academy and mainstream schools. Staff need to ensure pupils have the skills to operate successfully in mainstream (This assumes that their prime SEN of emotional and behavioural difficulties have been improved to warrant inclusion to a mainstream provision). A transition leader, (Miss G Lynch) supports the children before, during the transition to mainstream and reports back to the academy over two visits.

In respect of our Y6 to Y7 transition to another SEN provision, the provision for secondary is decided as part of the Y6 EHCP and a provision named by the appropriate Local Authority.

For the purpose of transition a staff member from the feeder school (NVA) will accompany the pupils on their initial visits and one subsequent visit so as to settle pupils in and allow the handover and relationship building for the secondary provision staff to commence this process. A transition schedule beyond this will be managed by the secondary SEN provision in respect of informing parents and carers, transport arrangements and supervision in respect of safeguarding and Health and safety for pupils whilst on their site.

The Management of Health and Safety at Work Regulations 1999 require employers to put in place arrangements to control Health and Safety Risks.

As a minimum, employers should have the processes and procedures required to meet legal requirements that include amongst others:

- Assessments of the risks to employees, contractors, customers, partners and any other people who could be affected by your activities.
- Arrangements for the effective planning, organisation, control, monitoring and review of the prevention and protection measures that come from risk assessment.

Some KS3 special schools also arrange transition sessions for North View Pupils and staff from those provisions visit North View Academy prior to any visits, so that pupils feel comfortable and less anxious about transition. Parents are also encouraged to visit the named secondary provisions with and without their children or as part of the transition in some KS3 secondary provisions. We recommend this so that pupils can get a more realistic picture of what their new school life will be like and to allow staff in the provision to begin to support pupils for their journey into the next phase of their education.

Roles and Responsibilities

The SENCO

The SENCO is Miss J Knott BA (Hons), PGCE.

Responsibilities include:

- Working with the Head Teacher and Senior Leadership Team in the co-ordination of SEN throughout the academy.
- The operation of the SEN policy and the co-ordination of specific provision made to individual pupils.
- Providing guidance to teaching and support staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching.
- Advising on the graduated approach to providing SEN support.
- Monitoring and arranging annual Educational Health Care Plan reviews and working alongside the LEA SEN case worker.
- Gathering pupil views and parental/carers views to inform EHCPs.
- Invite external agencies to attend EHCPs and provide reports to inform EHCPs.
- Liaising with external agencies and working collaboratively to provide a link between these agencies, class teachers and parents/carers.
- Liaising with potential next providers of education to ensure pupils and their parents/carers are informed about options and a smooth transition is planned.
- Working with the Head Teacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensuring the school keeps records of all pupils with SEN up to date.

- Assisting in the monitoring and evaluation of children and the progress of pupils.
- Maintaining specific resources for children with SEN.
- Contributing to and arranging CPD training.
- Attending primary SENCO meetings and primary special SENCO meetings.
- Liaising with staff in schools where pupils come from to ensure a smooth transition from mainstream education/Link schools to the SEN provision.

The SEN Link Governor

- Help to raise awareness of SEN issues at governing body meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the academy and update the governing body on this.
- Work with the Head Teacher and SENCO to determine the strategic development of the SEN policy and SEN Action Plan.

The Head Teacher

- Work with the SENCO and SEN link governor to determine the strategic development of the SEN policy and the SEN Action plan on provision within the academy.
- Have overall responsibility for the provision and progress of learners with SEN and/or disability.

Class Teachers

- Delivering a curriculum differentiated to meet the specific needs of the children in their class.
- Assessing and monitoring the progress and development of every pupil in their class.
- Working closely with learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision/referrals to outside agencies.
- Ensure they follow the SEN policy.

Annex A

Version No.	Change History	Guidance reference (if any)	Date
1	Created		01.09.2016
2	Updated		02.10.2017