



# Thrybergh Academy and Foljambe Campus

## SEND Policy

February 2020

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## **Introduction**

### **Ethos**

At Thrybergh Academy we believe that all children and young people are entitled to an education that enables them to make progress in order to:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

The SEND team at Thrybergh Academy are committed to identifying and addressing the needs of pupils with Special Educational Needs and/or Disabilities. Throughout their learning journey, we will ensure that every child with Special Educational Need(s) and/ or Disability receives the most appropriate package of support to meet their needs.

Without doubt, quality first teaching and learning is vital and all students must have access to this. Thrybergh Academy provides a broad and balanced curriculum which facilitates this and supports our aim to ensure all children engage, wherever possible, in activities alongside each other regardless of any special educational need and/or disability.

We recognise the need to work in partnership with parents, students and external agencies to ensure that students are supported to overcome any barriers to learning, which they may experience. Through continued professional development staff acquire the skills they need in order to deliver effective teaching and learning that meets the need of all students, including those with SEND.

Our staff have high expectations of all students, providing appropriate learning and teaching experiences within a positive pastoral framework. We aim to support students, by nurturing an ethos of high aspirations, confidence and fostering in them the desire to achieve.

### **Definition of Special Educational Needs and Disability (SEND):**

A student has a learning difficulty or disability if he or she:

- has a significant difficulty in learning than the majority of others of the same age
- has 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

Additional provision may be provided when students fail to make expected progress, despite having had access to differentiated teaching and learning, and a range of interventions. Parents and carers will be informed if their child has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made.

Lack of expected progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum
- Working at levels significantly below age expectations, in Literacy and/or numeracy
- Persistent social, emotional, mental health and/or behavioural difficulties
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment
- Poor speech language and communication or interaction, requiring specific interactions and adaptations to access learning

Curriculum Support will include:

- Identifying and assessing an individual student's needs
- Ensuring staff are aware of a student's needs
- Providing an appropriate curriculum
- Ensuring continuity and progression
- Providing appropriate teaching materials and support
- Providing effective, differentiated teaching strategies

In addition, we will:

- Involve outside agencies where necessary and appropriate
- Monitor individual progress
- Ensure that parents and carers understand the process and involving them in the support of their child's learning
- Encourage students with SEND to actively participate in all decision making and contribute to the assessment of their needs, meetings and the transition process
- Provide a report to governors regarding SEND issues

### **Roles and Responsibilities**

Teaching and supporting students with special educational needs is the responsibility of all staff.

### **Organisation**

SEND Key Staff:	SENDCo	Michelle Diskin
	Assistant SENDCo	Katie Lyon

### **Governing Body**

The Governors and the Headteacher have responsibility for agreeing the Academy's policy and approach to meeting the needs of students with SEND. They will:

- Ensure that the objectives for SEND are set through the appraisal process
- Monitor the policy and SEND provision, including funding, equipment staffing and student progress.

### **The Headteacher and SLT**

The Headteacher is responsible for:

- Setting objectives and priorities for SEND in the Academy Improvement Plan
- Line-managing the day-to-day provision for students with SEND, including setting a budget for supporting students within the Academy's overall financial resources
- Informing the Governing body about SEND

### **SENDCO**

The SENDCo and Assistant SENDCo are responsible for:

- Disseminating information and raising awareness of SEND issues according to the SEND Code of Practice 2014
- Completing Annual and Transitional Reviews
- Managing SEND provision and the day-to-day operation of the policy
- Managing and developing the roles of teaching assistants, through training and appraisal
- Ensuring that students are identified and assessed and progress is tracked
- Co-ordinating provision for students
- Supporting the teaching and learning of students with SEND
- Keeping accurate records of all students with SEND
- Drawing up, reviewing and monitoring Student Learning Profiles for those with SEND

- Monitoring the delivery of the SEND Policy
- Deploying the Academy's Learning Support Team

The Headteacher is responsible for the allocation of funding devolved directly from the LA to support SEND at the Academy.

In addition, the SENDCo and Assistant SENDCo are responsible for liaising with:

- Parents and carers of students with SEND
- Teachers and support staff
- Primary schools and specialist settings
- Other SENDCos, both locally and nationally
- Outside agencies

### **Faculty Leaders**

Faculty Leaders are responsible for ensuring appropriate:

- Curriculum provision and delivery for SEND students
- Appropriate teaching resources and support are in place monitoring the progress of SEND students

### **All Staff**

"All teachers are teachers of special needs." They will:

- Have a detailed knowledge of students with SEND
- Devise strategies and identify appropriate differentiated methods of access to the curriculum, in conjunction with the SENDCo and Learning Support
- Refer to Student Learning Profiles
- Monitor the progress of students with SEND against agreed targets and objectives
- Raise individual concerns with the SENDCo/ Assistant SENDCo
- Contribute to Annual and Transitional Reviews

### **Teaching Assistants**

Teaching Assistants are managed by the SENDCo and Assistant SENDCo. They support individual students or groups of students in lessons and individually. In addition they:

- Plan and deliver individualised programmes where appropriate
- Monitor progress against targets
- Assist with drawing up Student Learning Profiles
- Contribute to the review process, either in person or with a written report
- Jointly plan with teachers, where appropriate
- Work with small groups or individuals under the direction of the class teacher
- Support students on Educational Visits, as required
- Communicate SEND issues to the SENDCo and liaise with teaching staff
- Attend meetings and training as required

### **Admission Arrangements**

Our admission arrangements are outlined in the Academy prospectus and in the SEND report.

### **Inclusion**

At Thrybergh Academy, all students, irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the Academy's policies, organisational and curriculum structure, and its

assessment and rewards systems. Students with SEND are fully integrated and included into the life of the Academy.

### **Complaints Procedures**

Initially, all complaints from parents or carers should be made to the SENDCo, who will follow this up with relevant staff. However, if a parent or carer is not satisfied with the response given, the Complaints Procedure outlined in the Academy's prospectus should be followed.

### **Monitoring and Evaluation**

This policy will be evaluated using the following indicators:

- Recorded views of students and parents or carers
- Evidence of planning and targeted expenditure for SEND
- Data relating to the progress and attainment of SEND students

### **Identification, Assessment and Provision**

#### **Identification and Assessment**

The Academy uses a graduated response to the identification of special educational needs as outlined in The Code of Practice (2014). To help with this process a variety of screening and assessment materials are used.

#### **New Students**

Regular communication with feeder primary schools will take place throughout the year prior to transfer. Any student identified as having a "learning difficulty", who is receiving SEND Support or has an EHC plan will be referred to the SENDCo. The LA will notify the Academy about students who are transferring with EHC plans. Where practicable, the SENDCo will attend the Annual Review prior to transfer.

#### **Base Line Assessment**

Where students do not have externally verified data we will undertake a range of assessment tests including:

- Reading and comprehension tests
- Baseline assessments in Maths, English and Science.

#### **SEND Concerns**

Where students are at risk of not making expected progress Faculty Leaders together with the SENDCo will discuss next steps. Additional assessments will be carried out. The SENDCo will also arrange for additional diagnostic assessments to be undertaken by other professionals if necessary.

#### **Referrals by Parents or Carers**

Parents are welcome to contact the Academy if they have concerns about a students' progress and achievement.

#### **Provision**

Students with SEND are taught in mainstream classes with teaching assistant support where necessary. Work is differentiated to meet specific needs. A graduated response is employed to the identification, assessment and teaching of students with SEND as follows:

**Wave 1:** Quality First teaching for all by all teaching staff

**Wave 2:** Targeted small-group intervention for students who should be able to 'catch up'

**Criteria for Wave 2:**

- Weak Literacy and numeracy skills
- Teacher observations show that the students are not making expected progress
- Concerns raised by staff or parents

**Wave 2** Interventions may include:

- Additional learning programmes for Literacy and Numeracy
- Small group sessions within lessons
- Appropriate teaching groups
- Group support on a regular basis
- Support within lessons
- Assigned key worker

**Wave 3:** Where a student fails to make expected progress, despite additional provision at Wave 2, the Academy will introduce additional interventions and seek advice and involvement from external support services.

Where assessments identify that a student requires additional provision on a regular basis, the Academy may apply for additional resources.

**Statutory Assessment: EHC Plans**

If a student fails to make adequate progress and there is a significant cause for concern, the Academy, together with Parents and Carers, may request a statutory assessment. This may lead to the student being provided with an EHC plan.

The SENDCo and Assistant SENDCo are responsible, for allocating support to students with statements and EHC plans. Targets will be set and progress will be monitored as part of the Academy's assessment and reporting system.

**Student Learning Profiles and Reviews:**

Students with EHC Plans will have a Support Plan. The plan will contain information about the student, including a description of need, assessment data, and successful teaching strategies. A review of the Support Plan will take place following each data set and for the Annual Review.

**Continuous monitoring of individual progress:**

Monitoring of progress for all students, including those with SEND, is outlined in the Academy's Assessment Policy.

**Provision of an appropriate curriculum**

The curriculum is regularly reviewed by the Headteacher, SLT and Faculty Leaders. It is the responsibility of individual faculties at the Academy to ensure that the requirements of the National Curriculum are met for those students with SEND in partnership with the SEND Department.

**Provision of Teaching Support**

The SENDCo will work closely with subject teachers and teaching assistants in:

- Supporting with relevant and differentiated materials
- Providing individual and small group teaching
- Training teaching assistants
- Evaluating and reviewing progress

## **Training**

- The SENDCo and Assistant SENDCo provide relevant training for staff
- Individual faculties and subject areas are encouraged to ask for INSET from the SENDCo
- Whole-Academy INSET, focusing on specific needs is included, where appropriate, on staff training days and during CPD sessions

## **Allocation of Resources**

The Academy is allocated funding for SEND by the local authority. Students who have free school meals can also access Pupil Premium funding. All faculties and departments are allocated funding for resources and teaching materials.

## **Communication and Partnership**

### **Thrybergh Academy**

- The SENDCo is a member of SLT. The SEN Team work closely with Faculty Leaders, subject teachers, and Year Managers. Information and concerns are always discussed with the appropriate member of staff
- Our Academy systems and assessment procedures provide the mechanism through which SEND issues are discussed and disseminated

## **Parents**

Parents and carers are actively encouraged to attend meetings when relevant. We will also contact Parents and Carers through letters, our website, telephone calls or texts.

## **Students**

Thrybergh Academy acknowledges the student's role as a partner in their own education and learning. SEND students are actively encouraged to be involved in decision making. They are encouraged to join specific groups and clubs and they are able to express their views during tutor time.

## **External Support**

We will work with and seek support from:

- Educational Psychology
- Children and Mental Health Service (CAMHS)
- Autism Communication Team
- School Health
- Educational Welfare Service
- Speech and Language Therapy Service

In addition, other outside agencies as and when appropriate.

## **Between Schools and the Academy**

The SENDCo will liaise with other SENDCos and relevant staff from:

- Local and National (where appropriate) secondary schools and primary schools

## **Transfer Arrangements**

The SENDCo will ensure that:

- All special needs documentation and records are transferred to the next phase of education
- Year 7 students with SEND attend additional induction days
- A Thrybergh representative attends transitional and annual reviews where possible
- Potential SEND needs of students who transfer mid-term are identified

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