



Special Educational Needs Policy

TREA: SEN Policy

Approved by Governors: **December 2023**

Review Period: **3 years**

Review by: **December 2026**

Reviewed: **December 2024**

1. ROLES AND RESPONSIBILITIES

The responsibility for the implementation of this policy and provision rests with the Headteacher. On an operational basis, the management, responsibility and evaluation of this policy is undertaken by the Special Educational Needs Coordinator (**SENCO**).

2. SUGGESTED AUDIENCE

All teaching and support staff, parents and carers.

3. RELATED POLICIES

This policy is part of a suite of policies which should also be referred to:

- Safeguarding Policy
- Behaviour Policy
- Complaints Policy
- Health and Safety Policy

4. ACADEMY MISSION STATEMENT

“The Rural Enterprise Academy: educating, nurturing and inspiring our future rural entrepreneurs. We aim to create a culture which is kind, where pupils can be the best version of themselves, every day.”

5. INTRODUCTION

The Rural Enterprise Academy provides learning with a strong focus on land-based industries and the environmental sector for up to 300 Pupils, aged 11-16. Fully consistent with having the highest aspirations for learning, the academy will ensure that pupils are given the support, information and skills they need to become well-balanced and confident individuals. The statements, aspirations and targets in this document represent a clear, but broad approach, which will be shared and developed in close consultation with academy staff. The implementation of this policy will be agreed and carefully introduced in close collaboration with academy staff.

The academy is committed to ensuring that all learning activities provide a safe, enjoyable and positive experience for pupils as participants and for the staff whose involvement is integral to the development of quality opportunities and services. The provision of an appropriate education for all pupils is a priority for the academy and all staff are committed to ensuring that our procedures are continuously reviewed, improved and in line with development and government legislation.

TREA: SEND

This document makes a commitment to review and to adapt to change in a positive stance on all areas of Special Educational Need (SEN) provision. This policy is mandatory for all staff working for or on behalf of the academy. The policy and procedures will be reviewed whenever there is a significant change in SEN legislation and has been amended to take account of the new Code of Practice: Special education needs and disability code of practice: 0-25 years. July 2014; updated April 2020

https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf

The Code of Practice relates to the following legislation:

To meet our aims, The Rural Enterprise Academy will ensure that we meet legal duties and obligations under the SEND Code of Practice 2015 by:

- Identifying students having difficulty in achieving their full potential.
- Ensuring that all identified students have access to a broad, balanced appropriately differentiated curriculum, that is personalized where necessary.
- Ensuring all staff are aware of their responsibility towards all identified students and are supported in developing the necessary skills and confidence to teach them.
- Recognising and celebrate the strengths and achievements of identified students to safeguard and build their self-esteem.
- Encouraging and support students to develop independence as learners and thinkers, thereby providing them with skills for life.
- Working in partnership with parents, carers and outside support agencies.

And the following regulations:

The Special Educational Needs and Disability Regulations 2014

6. DEFINITION OF SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

7. PUPILS HAVE A LEARNING DIFFICULTY IF THEY

- Have greater difficulty in learning than most pupils of the same age.
- A child of compulsory school age or a young person has a learning difficulty or disability if they have significantly greater difficulty in learning than most others of the same age. (DfE Code of Practice, 2015).

AT THE RURAL ENTERPRISE ACADEMY, IN OUR DAILY COMMUNICATIONS, WE USE THE TERM 'ADDITIONAL NEEDS' WHEN REFERRING TO ANY STUDENT WITH IDENTIFIED SPECIAL EDUCATIONAL NEEDS, MEDICAL NEEDS OR DISABILITIES.

Pupils must not be regarded as having a learning difficulty solely because the language of their homes is different from the language in which they will be taught.

Special educational provision means educational provision that is additional to or different from that made generally for pupils of the same age in the academy.

All teachers are teachers of pupils with SEN.

This whole academy responsibility will ensure that pupils have access to an appropriately differentiated curriculum through their classroom teachers' continuous cycle of planning, teaching, assessment and evaluation.

The Rural Enterprise Academy will adopt a graduated response to pupils with SEN.

The Rural Enterprise Academy has a Special Educational Needs Coordinator (SENCO) who will become involved with pupils for whom the normal differentiated curriculum is deemed to be not successful in maintaining adequate progress. The SENCO will involve appropriate additional staff as appropriate.

Adequate progress will be defined as progress which: -

- closes the gap between pupils and peers.
- prevents the attainment gap growing wider.
- matches or betters the pupil's previous rate of progress.
- demonstrates an improvement in self-help or social skills.
- demonstrates an improvement in the pupil's behaviour.
- is likely to lead to accreditation.
- is likely to lead to participation in further education or training/employment

8. IDENTIFICATION OF SEN

The Rural Enterprise Academy will endeavour to identify pupils with SEN by several different means.

- Baseline assessments on entry.
- Information collected from previous schools and other external agencies.
- Information collected from parents.
- Information collected from the pupil.
- Referrals from teachers.
- Data collected on the child in school.
- External referrals

TREA: SEND

This list is not exhaustive and where a concern about a pupil is raised we will endeavour to investigate any need and put support in place.

9. BEFORE ENTRY

Initial contacts will be made with parents and pupils prior to enrolment to ascertain as much information as possible.

Previous schools and external agencies will also be contacted.

10. ON ENTRY

KS2 and baseline testing results will be scrutinised for pupils failing to make progress.

APDR meetings with parents, pupils and key workers will be organised to identify support.

11. ENGLISH AS AN ADDITIONAL LANGUAGE

The identification and assessment of the special educational needs of young people whose first language is not English requires care. The academy will look carefully at all aspects the pupil's performance in different subjects to establish whether the problems that have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

12. THE SENCO

The SENCO, in collaboration with the Headteacher and governing body plays a key role in helping determine the policy and provision for pupils with SEN in the academy. The key responsibilities of the SENCO are: -

To lead high quality provision for SEND within the Academy.

- To lead the Learning Support Team and lead high quality provision for SEND within the Academy.
- To ensure that all staff have accurate and up to date information regarding students' Additional Needs including access to Standardised Scores for literacy and numeracy.
- To monitor, review and evaluate the delivery and impact of the Special Educational Needs Policy;
- To liaise with parents, carers and outside agencies to ensure the aims of the Special Educational Needs policy are met.
- To promote the highest achievement of students with SEND and to monitor their progress towards agreed targets
- To report to the Senior Leadership Team and Governors on a regular basis with regards to SEND provision and outcomes.

13. Pastoral Support

The pastoral team are accountable for the progress and well-being of all students in the school. They will actively support interventions and liaise directly with parents and the SENCO.

14. All TLR Holders:

- To be responsible for the co-ordination of classroom-based support for students with additional needs, in their subject areas
- To monitor the progress of all students with SEND within their subjects
- To monitor and evaluate the consistent application of the policy at subject level
- To provide support and training for subject members where appropriate
- To collate evidence of provision for students with SEND within their subject areas
- Liaise with temporary and regular supply staff regarding SEND needs and issues
- To plan curriculum and homework to meet the needs of students with SEND

15. Teaching Staff

All teachers are teachers of SEND. Teachers have specific responsibility to:

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- To plan curriculum and homework to meet the needs of students with SEND; Teaching Staff All teachers are teachers of SEND.

Teachers have specific responsibility to:

- Plan lessons and learning activities that meet the needs of students with SEND in the classes they teach
- Create and regularly input towards class profiles to ensure SEND students are identified and needs catered for in all lessons
- Be aware of students with Standardised Scores below average for literacy and numeracy.
- Adapt teaching to ensure that all students access the curriculum and make progress
- Provide additional support and intervention as required
- Work collaboratively with Learning Support Mentors (LSM) to develop in class support programmes for students with SEND
- Provide information to the LSMs and the SENCO where students are underachieving

- Seek support and follow advice gained from the Learning Support Team to improve the progress of under-achieving students
- To ensure regular use of Assess, Plan, Do, Review at subject level to ensure reasonable adjustments are made and student needs are met in the classroom.
- Account for APDR targets and plan learning to ensure that identified students are supported to meet these targets
- Provide evidence of additional support within lessons and for formalised assessments as part of schemes of work
- To plan lessons, learning activities and homework to meet the needs of students with SEND.
- To ensure access arrangements are embedded as normal way of working in preparation for formal examinations.

16. Learning Support Mentors

- To work collaboratively with teachers to ensure that students with SEND make good progress
- Create and regularly update class profiles to ensure SEND students are identified and needs catered for in all lessons where LSM support is provided.
- To support teachers with adaptive teaching, personalised strategies and intervention for students with SEND
- Jointly plan with teachers, where appropriate
- As members of the Learning Support Team, take responsibility for designated roles and a range of activities/interventions.
- To liaise with outside agencies where relevant
- To meet with parents/carers three times per year to monitor and update APDR targets and provision and review on a termly basis
- To keep accurate records of all interventions, meetings and involvement with all students with SEND
- Support SEND pupils on Educational Visits and all other pupils where possible.

17. Those with parental responsibility

- To support the Academy with the aims of the Special Educational Needs Policy
- To work in partnership with the SENCO, Assistant SENCO, Mental Health and Wellbeing Lead, Learning Support Mentors to ensure appropriate support for students with SEND
- To attend APDRS and review meetings with their child as required and regularly engage with their key worker to ensure the needs of their child is met.

18. Admissions

- Students with an EHCP have priority over other student admissions as stated in the Academy Admissions Policy.
- The Academy will admit students with SEND on the same basis as other students unless it is deemed that the Academy is not able to meet the identified needs of the student.

19. Disabled Access

- The Academy is committed to ensuring appropriate adjustments are made to ensure that students with a physical disability can access the site. However, it must be noted that the resources available to the Academy are not entirely suitable for meeting all long-term accessibility issues.
- The adjustments currently in place include ramped access. The Academy has in place an Equality Action Plan and it endeavors to make appropriate adjustments where necessary.
- Academy SEND 'Offer' 6.1 The Academy SEND 'Offer' meets the SEND Code of Practice 2015. It outlines the resources, support and intervention available for students with Additional Needs. The 'Local Offer' is available to parents online via the SEND Information Report on the Academy website.

20. Resources

- The Learning Support Team is funded entirely from Academy resources delegated from the Education Funding Agency.
- Additional funding for resources may be obtained through an application for AEN funding to the Local Authority.
- AEN funding is available for students with more severe and complex difficulties through the Local Authority.

21. Identification of need, Assessment and Review

The Academy is committed to early identification of SEND as students enter Year 7. This is achieved by:

- Close liaison with and the transfer of detailed information from primary schools
- Utilising information from parents and carers
- Close analysis of standardised test scores, GL Assessments in the Autumn Term of Year 7
- Acting upon information received from teaching staff, support staff and parents within the first term and beyond.
- The Academy also recognises that students may develop additional needs during adolescence that may not have existed at the transition phase. Processes of identification therefore remain in place throughout.
- It is important to note that the Academy works with many outside agencies who may conduct additional tests at the request of the SENCO. Parental consent will be sought before all assessments are conducted. Parents/ Carers may be required to meet with the outside agencies before or after the assessment has taken place to share important information.
- Whilst we endeavour to support SEND and identify difficulties and barriers to learning that students may face, Academy staff cannot identify Specific Learning Difficulties such as Dyslexia and Dyscalculia. Although we offer screeners that highlight difficulties with literacy and numeracy, these will not result in a formal 'diagnosis' of any learning need.
- Under the new Code of Practice, the Academy is required to set up three parental meetings throughout the academic year. These will take place towards the end of each term and where possible, the student will be present. These meetings will be led by the Link Learning Support Mentor however where the needs are more significant, or where concerns have arisen, the meeting may be held with the SENCO.
- Students who are in receipt of an Education, Health and Care Plan will be invited to attend an Annual Review

22. ACADEMY REQUEST FOR STATUTORY ASSESSMENT

- The Staffordshire Assessment Team has set the criteria for applications for EHCPs. In order for any application to be processed the student must meet the criteria and the appropriate prior intervention must have been put in place.
- The EHC Hub is a new digital approach in Staffordshire and Walsall to creating and maintaining Education and Health Care Plans. It will be used for new assessments and the Reviews of existing EHC Plans.

23. PROVISION FOR SEN AT THE RURAL ENTERPRISE ACADEMY

The Additional Needs Information is populated using Provision Map. This is available to all staff via Class Charts. In addition, a central SEND register shared with staff. This document includes the following:

- Students with an EHCP
- Students with SEND support
- Students who are being monitored

Additional information also includes

- Diagnosis
- Area of Need
- Seating Arrangements
- Progress Room Passes
- Sensory Toys
- PE Changing Support
- Access Arrangements
- Key LSM Link
- Wave 2 (In Lesson Support) APDR/Student Profiles
- Wave 2 (Interventions)
- Wave 3 (External Support)
- Study support and 1:1 or group sessions will be offered through the Progress Room and other targeted provision in place outside the classroom to pupils with SEN. This will give them the opportunity to develop skills in a different setting to the classroom and begin to take responsibility for their own learning.

Teaching staff are accountable for making appropriate use of the information on the Additional Needs Information Document as they plan and deliver all lessons across the curriculum. They must also take account of this information when they are analysing the progress of students over time.

24. Curriculum

It is a fundamental aim of the Academy that every student should have access to a broad and balanced curriculum. To ensure this takes place, any withdrawal from lessons is carefully controlled and monitored and is used only where the benefits to the student are clear and cannot be secured in any other way.

Students may be withdrawn from some lessons for mentoring sessions or small group workshop sessions.

Disapplication (where students are released from curriculum subjects or option blocks to enhance knowledge in core subjects) will be at the discretion of The Head Teacher after careful consideration of all information relevant to the individual student.

25. Support for students with SEND

Support for students with SEND is provided as appropriate to facilitate access to the curriculum.

Formal access arrangements are provided for students when necessary, during public examinations, in liaison with the school's Examinations Officer and according to the rules of the Examination Boards.

26. Behaviour/Social Skills

- Where a pupil is identified as having special educational needs, they are still expected to follow the academy behaviour policy. Exceptions to this will be exceptional (Tom Bennett, 2019).
- Pupils referred by staff as having emotional and/or behavioural difficulties will have support in line with the academy's behavioural policy first. They will be deemed to be having persistent difficulties which are not ameliorated by the behaviour management techniques normally used.
- In class support will be according to need and the availability of support, mainly through time-ins from the pastoral team.
- If deemed necessary, the academy has the following interventions available for emotional support:
 - ELSA interventions
 - TFTF mentoring sessions
- The academy will also seek the support of external services, if it is deemed necessary.

27. Staff Development

All staff and governors at the Academy have access to professional development on SEND matters. For staff, this will include an annual review of students with Additional Needs held at the beginning of each academic year.

When new staff join the Academy, induction sessions include information on a range of additional needs. Outside agencies may also be used to deliver specialist disability and additional needs awareness sessions.

All staff are expected to make requests for further professional development to support them to develop skills to support students with additional needs as appropriate. Governors will access training on Additional Needs as appropriate.

28. Reports to Governors

An annual SEND report will be produced each year for Governors and shared on the Performance and Standards Committee. A Link Governor will meet the SENCO at least annually to review the provision for Additional Needs students.

29. External Agencies

The Academy has contact with a range of support services. including:

- Hearing Impairment and Visual Impairment Services Inclusion Teams
- Autism Inclusion Team
- Educational Psychologist
- Health Services.
- Social Services.
- Local Support Teams.
- Careers and Participation Service.

30. Partnership with parents, carers and students

The Rural Enterprise Academy is committed to including identified students fully in all processes involved in meeting their Additional Needs. We aim to develop a positive partnership with parents and carers of students with Additional Needs to plan provision and review progress. Involvement might include:

- Discussions with relevant Academy staff
- Input to provision and planning
- Sharing details of external reports and assessments
- Participation in reviews and parent's/carers' meetings

All parents of students with SEND will have the opportunity to meet with the Link Learning Support Mentor or the SENCO on a termly basis.

Parents and carers of students with an EHCP are invited to attend the Annual Review Meeting and to be actively involved in the review process.

Should you need to contact the SENCO, please email SEN@ruralenterpriseacademy.com and mark your enquiry: For the Attention of Mrs. Fiddler. The Assistant SENCO is Mrs. Cooper and Mrs. McVicar is our Wellbeing and Mental Health lead. All key staff can be emailed at the SEN email address.

APPROVAL BY THE GOVERNING BODY AND REVIEW DATE.

This policy has been formally approved and adopted by the Governing Body at a formally convened meeting