



Special Educational Needs Policy

TREA: SEN Policy

Approved by Governors: **December 2023**

Review Period: **3 years**

Review by: **December 2026**

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.

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:

The following sections of the Children and Families Act 2014:

- Co-operating generally: governing body functions: Section 29
- Children and young people with special educational needs but no EHC plan: Section 29
- Children with SEN in maintained nurseries and mainstream schools: Section 35
- Using best endeavours to secure special educational provision: Section 66
- SEN co-ordinators: Section 67
- Informing parents and young people: Section 68
- SEN information report: Section 69
- Duty to support pupils with medical conditions: Section 100

The Equality Act 2010

And the following regulations:

The Special Educational Needs and Disability Regulations 2014

6. DEFINITION OF SEN

A child or young person has SENs 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 the majority of pupils of the same age.
- Have 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 schools or mainstream post-16 institutions .

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 a number of 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

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:-

- Overseeing the day to day operation of the academy's SEN policy
- Liaising with and advising fellow teachers
- Co-ordinating provision for pupils with SEN
- Overseeing the records on pupils with SEN
- Liaising with parents of pupils with SEN
- Contributing to the training needs of staff
- Liaising with external agencies

13. GRADUATED SEN SUPPORT

When a subject teacher, pastoral team member or member of the Learning Support Team identifies a pupil with SEN, that pupil will be deemed to have SEN if they have failed to make adequate progress despite access to the normal differentiated curriculum. Such pupils will be placed at Graduated SEN Support.

A programme of intervention will be drawn up and a APDR (Assess, Plan, Do, Review) will be written to support the pupil with difficulties. Review dates will be set with parents/carers to discuss progress in reading, writing and maths as well as individual subjects and other identified needs. APDRs will be reviewed termly as a minimum, where ongoing concerns remain, there will be more frequent reviews of the APDR.

Parents and pupils will be informed and included in every part of the process.

If the SENCO feels it necessary to involve outside agencies and invite them to give further assessments or advice in the interests of the child permission will be sought from parents for such contact.

14. ACADEMY REQUEST FOR STATUTORY ASSESSMENT

Most pupils will be helped by the graduated response outlined above but should it be necessary the academy will approach the LA with a request for a statutory assessment of the pupil's needs (EHCNA).

15. PUPILS WITH AN EDUCATION HEALTH AND CARE PLAN

Pupils who already have an Education Health and Care Plan (EHCP) will have the support outlined on their plan provided for in the academy. Consultation on provision will be undertaken before enrolment.

This will be subject to an annual review of provision and progress.

16. PROVISION FOR SEN AT THE RURAL ENTERPRISE ACADEMY

In Class support

- In class support is provided for pupils according to need.
- Student Progression Mentors (SPMs) will be involved in supporting pupils in class and liaising closely with the classroom teacher to affect progress in support of targets set at review meetings. Records will be kept and seen by the SENCO prior to termly reviews. Relevant action will be taken if records suggest support plans are not working.

- Pupils for whom reading is a concern will receive small group or 1:1 support and all pupils will be assessed for reading ability each term.
- Study support and 1:1 or group sessions will be offered through the SEN workroom and other 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.
- In a small number of circumstances, the academy may feel that an alternative provision should be sought to support a child with their learning, the academy will take responsibility for organising and arranging the provision, however, cannot take responsibility for transporting the pupil to the provision.

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
 - YESS counselling
 - TFTF mentoring sessions
- The academy will also seek the support of external services, if it is deemed necessary.

17. MONITORING OF PUPIL PROGRESS

17.1. SEN register

All pupils with SEN will be placed on the SEN register.

This will outline:

- Details of pupils' special educational needs.
- External agency involvement.
- Results of any specialist assessments completed in reading, writing and maths.
- Provision for the pupils' support, including access arrangements for external exams.

17.2. APDRs

All pupils with SEN at The Rural Enterprise Academy will have a APDR. They only record non-confidential information about the pupil and support that will help them in class.

They will outline:-

- Assess
 - Areas of concern
 - Pupil data
 - Behaviour

- Plan
 - Targets
 - Success Criteria
 - Strategies and Provisions

- Pupil and parent comment.

- Actions to be taken.

Review

Reviews will be termly. Pupils with an EHCP will have termly reviews, one of which will be the annual review.

17.3. Student Progression Mentors

A regular meeting of the Learning Support Team will provide opportunities for the sharing of information on pupil progress.

17.4. Tutors and teaching Staff

Will meet regularly with the SENCO to discuss the progress of individual pupils.

17.5. Links with outside agencies

The Rural Enterprise Academy will develop close links with all outside agencies concerned with a pupil.

Appropriate staff from outside agencies will be invited to each EHCP annual review.

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