

NEW PARK ACADEMY – JUNIOR & SECONDARY SITE

SEN – SPECIAL EDUCATIONAL NEEDS POLICY

FIRST CREATED: SEPTEMBER 2012 – EDITION 1

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3	SEPTEMBER 2017	19/10/17
4	JULY 2018	10/10/18
5	JULY 2019	REVIEWED SEP 2019 – NO CHANGES - CURRENT
6	SEP 2020	REVIEWED MAY 2020 – NO CHANGES
7	MAY 2021	REVIEWED MAY 2021 – NO MAJOR CHANGES
8	MAY 2022	Reviewed 05/22 removal of Addendum
9		

Policy Agreed	10/10/18
To be reviewed	MAY 2023
Owner	PHILIPPA PEPLOE
Signed	
Designation	ASSISTANT HEADTEACHER

SEN – SPECIAL EDUCATIONAL NEEDS POLICY
 ADOPTED BY BOARD OCT. 2018. REVIEWED SEPT. REVIEWED BY PP MAY 2021 – NO CHANGES

Introduction

At New Park, we are committed to providing the very best learning opportunities for our pupils, offering equal access to a broad and balanced curriculum including the provisions of the National Curriculum.

This policy seeks to support the school mission, ***'Believe and Succeed'***

All pupils attending New Park have long-standing social, emotional and/or mental health difficulties that have proved to be too severe to have been addressed within mainstream schools. Many pupils also have additional learning difficulties, and the school makes ongoing efforts to identify, assess and provide for all pupils with special educational needs, providing an individualised curriculum, which is characterised by highly differentiated programmes of study and effective in class support which allows all pupils the opportunity to achieve to the best of their abilities.

The SEN team aims to:

- Identify and assess all new and existing pupils' special educational needs, and to plan appropriate strategies and programmes with individual targets to meet individual needs.
- Provide individual learning programmes for identified pupils and support New Park staff with intervention strategies, training and resources for teachers and TAs. Support the school staff with appropriate assessment information and withdrawal schemes to best provide for pupils with most severe learning difficulties.
- Monitor and review pupil progress across the curriculum.

SEN Provision:

- The Special Educational Needs Co-ordinator (SENCo) is Mrs P. Peploe, supported by Mrs A Bever-Warren who mainly focuses on the reviewing process
- The Child Protection Officer (CPO) is Mrs. A. Bever-Warren.
- The Coordinator for CFC is Mrs Laura Clegg.
- The coordinators for pastoral care and behaviour management are Mrs. A. Bever-Warren and Mr I. Thomas.
- The chair of the advisory board with responsibility for SEN is Ms Yvonne Luckin
- The chair of the advisory board with responsibility for CFC is Ms Yvonne Luckin

The advisory board at New Park School seeks to ensure that the needs of all students are met and that SEN provision is specific, appropriate and effective.

All teachers and TAs at New Park School are fully engaged and committed to the whole school delivery of SEN provision for all pupils. As a school for pupils with identified and specific special educational needs, all staff at New Park Academy accept and share responsibility for the quality of SEN provision for both academic development and pastoral support.

The SENCo's Responsibilities include:

- Overseeing the day-to-day operation of the school's SEN Policy
- Coordinating provision for children's additional special educational needs
- Liaising with and advising fellow teachers
- Liaising with learning support assistants
- Overseeing the records of all children with additional special educational needs
- Liaising with parents of children with additional special educational needs
- Contributing to the in-service training of staff
- The statutory reviewing process and the liaison with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies, is coordinated by the headteacher, Mrs Bever-Warren

Admission arrangements:

Pupils with an Education Health and Care Plan in the main category of SEMH are admitted into New Park through Salford LA in consultation with the Headteacher (see Sovereign Trust Admissions policy).

Identification, Assessment and Provision:

The School Action Plan outlines the process of identification, assessment and provision through the different levels of intervention and action. The school's assessment procedures (see Assessment Policy) provide information that is used to identify the specific special education needs for all pupils.

Resources:

Funding for SEN is provided through delegated funding and pupil premium. In some cases of severe need, additional resources are applied for from the LA.

Curriculum access:

Each pupil's academic and behavioural progress is closely monitored at New Park through Arbor Assessment (Sept 21), individual learning targets and wellbeing which allow staff to identify current achievement and areas of concern.

New Park provides each pupil with Individual Learning Target and Abor Assessment report (Sept 22), which focuses on specific basic skills in literacy, and numeracy as well as addressing behavioural learning targets as identified through the Pupil Profile. All learning at New Park is individually differentiated and teachers are given opportunities to meet with appropriate staff (SENCo and SLT) to review schemes of work and discuss learning strategies for individual pupils.

Pupils identified as having particular or more significant learning difficulties are offered additional support through literacy recovery programmes such as “Sounds-Write”, a highly structured phonics intervention programme. Pupils are timetabled and withdrawn with a fully trained “Sounds-Write” instructor, who makes the initial diagnostic test and delivers all of the subsequent programme lessons. Other programmes are available for pupils who do not respond to this approach. These include “Toe-by-Toe” structured phonics program and the Download series (Rising Stars) designed specifically to expand pupils’ basic comprehension skills and which has been identified as a key area for development within the school as a whole.

Literacy Boxes have been introduced to increase reading ages across the school. A number of pupils receive daily one to one intervention with trained staff. For those that have been diagnosed with Dyslexia, Dyslexia portfolio is used to enable pupils to access the curriculum through a variety of strategies taught in one to one intervention sessions. For those pupils that have been diagnosed with dyscalculia a programme has been devised led by the head of the maths department to ensure that those pupils are able to access the curriculum through one to one and group intervention sessions.

Intervention actions:

The key test of the need for action is evidence that current rates of individual progress are inadequate. This assessment is made following detailed monitoring of functional literacy skills by the SEN department, and referral with subject teachers who make the initial request for further investigation. There should not be an assumption that all pupils will progress at the same rate. A judgement has to be made in each individual case as to what is a reasonable level of progress to be made.

The SEN Code of Practice (2001) defines adequate progress in a number of ways, including progress which:

- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- matches or betters the child’s previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates improvements in the child’s behaviour.

At New Park, an initial academic and SEMH baseline target has been introduced whereby each pupil will be expected to progress by attaining all Learning and Personal Development Targets set each term, with higher levels of achievement expected of many pupils. Where progress is not deemed adequate, it will be necessary to introduce additional or different strategies in order to enable pupils to make the predicted progress. Whatever the level

of pupils' learning difficulties, the key test of how far their learning and behavioural needs are being met is whether they are making the *adequate progress* as set out in the targets each term.

Upon entry to the school, and subsequently twice yearly, all pupils are tested for reading accuracy, comprehension and spelling along with base line assessment in Maths, English and Science. The results of these tests are evaluated and monitored by the school SENCo, and pupils are supported with intervention plans based on their identified, individual needs, and delivered by subject teachers across the curriculum.

Dyslexia & Dyscalculia

As part of each pupil's school statutory educational assessment, specific learning difficulties such as dyslexia and dyscalculia are identified using GL assessment and if any pupils are identified as showing signs of either they are re-assessed by the Educational Psychologists, and recorded in the pupil's ECHP. This important information is in turn made available to teaching staff, who then in preparation, can differentiate accordingly to best serve the individual pupil. In order to supplement this existing information, all pupils' reading and spelling ages are regularly monitored to identify any serious areas of weakness or unsatisfactory development of basic literacy skills. If any significant concerns are identified, then the pupil will be assigned additional and individual support through the school staff using approved intervention programmes, and if apparent concerns persist, then referrals will be made to the school's designated Educational Psychologists for further assessment and intervention.

School Partnerships:

At New Park Academy, effective partnerships with parents and external agencies are deemed essential and as such, all staff make ongoing efforts to draw on the expertise of various agencies as well as striving to maintain strong links with parents and carers. The school is effectively supported by a team of dedicated Educational Psychologists, as well as benefiting from positive relationships with a range of other agencies, including Education Welfare and the school nurse.

The school recognises the vital role that parents and carers have in supporting their children at New Park Academy. Effective communication between home and school remains a key consideration of all staff and every effort is made to maintain links and promote a sense of partnership with parents/carers. Information is commonly shared through regular phone calls, but also on many occasions parents/carers are invited into school to discuss particular aspects of a pupil's progress, and where this arrangement is not possible, staff will, if necessary, make home visits to maintain these vital lines of communication.

Transitions:

In order to facilitate the most effective transition for our new pupils, all staff at New Park make considerable efforts to consult with feeder schools and other educational establishments. Staff are always given access to detailed

pupil information, prior to a new admission, and wherever possible, form teams will arrange a series of visits to partner institutions to meet new pupils and assist the transition. Schemes of work in the core subjects are also designed to facilitate the transition between KS2 and 3. Pupils that join New Park throughout the year are initially offered a transition plan which might include individual tuition with the school's Outreach Team, either in school, or on some occasions at home. Following this, new or reluctant students can be slowly integrated as their school sessions are steadily increased and they eventually join a form group.

Future developments at New Park:

All staff at New Park have a vital role in supporting special educational needs and delivering the very best, individual educational packages to our pupils, as well as supporting their emotional development. With full staff and SLT support, the SEN department intends to implement a number of exciting new strategies and develop existing practices in order to best serve our pupils specific needs. These include:

- Further improving the use of ICT programmes to help our pupils with basic skills in maths and English.
- Further increased use of ICT in order to track and monitor our pupils' progress and development. Develop the use of the Literacy Boxes, guided reading and alternative programmes, creating timetabled group sessions led and supported by fully trained staff.
- Review individual Learning and Personal Development Targets with a focus on their perceived value and practical usefulness for teaching staff. It is the SENCO's firm belief that with adequate refinement and demonstration of their significance, the status and effectiveness Targets can be greatly elevated and the whole system can be launched with much greater staff ownership and support, and most significantly with improved impact on the pupils learning.
- Continue to provide effective training for support staff, focusing on pupil acquisition of basic literacy and numeracy skills. Continue to provide moderating guidance in maths and English to help staff make more accurate ability assessments.
- Provide effective training for support staff to enable them to provide effective interventions for those pupils identified as having Dyslexia/Dyscalculia
- Continue to provide training and support for staff from outside agencies; Speech & Language (SALT), Educational Physiologist, Autism to support staff within their teaching and interventions.