



Special Educational Needs Policy
The Axholme Academy
October 2023
Review date: October 2024

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The Special Educational Needs Policy for The Axholme Academy was created by the SENCO in liaison with the Governor for SEND at The Axholme Academy and SLT. All staff and parents are invited to comment on this policy in reference to the reforms in the SEND Code of Practice where Co-production of such policies is encouraged.

THE AXHOLME ACADEMY

The SENCO at The Axholme Academy is Miss J. Harrison who has completed the National Award in SEN. The named member of SLT responsible for SEND is the Assistant Principal with responsibility for Teaching and Learning Mrs L. Kinroy and the named governors for SEND is Mrs T Pullan and Dr K Andrews-Longbone. All of whom can be contacted at the Academy.

The Axholme Academy is a smaller than average sized secondary school which converted to Academy status in January 2012. The number of students on the SEND register is above that seen nationally and the number of pupils receiving Pupil Premium support is below that seen nationally. At The Axholme Academy we aim to achieve excellence in all forms of Academy life, where all students have access to high quality teaching and a strong ethos of support. Where students are identified as requiring additional support, we aim to put in place high quality interventions which are regularly reviewed and monitored to allow all students to make equal progress. At The Axholme Academy every teacher is a teacher of every child or young person including those with SEND.

AIM

At The Axholme Academy we encourage all students to go 'Beyond Expectations'. We aim to raise the expectations and aspirations of all students, including those students with SEN. We provide a specific focus on outcomes for young people with SEN which provide increased opportunities when leaving the Academy.

OBJECTIVE

1. To identify and provide high quality provision for pupils who have special educational needs and additional needs.
2. To set and regularly review targets for students with SEN in relation to the extra support they are receiving.
3. To work within the guidance provided in the SEND Code of Practice, 2014.

4. To operate a whole school, graduated approach to the management and provision of support for special educational needs.
5. To provide support and advice for all staff working with special educational needs pupils.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

At The Axholme Academy students are assessed within the 4 categories of SEN as stated within the SEN Code of Practice 2014: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Difficulties; and Sensory and/or Physical Needs. The purpose of identification is to determine what action the Academy needs to take to meet the needs of the individual student.

All students are assessed on entry to the Academy for Reading and Spelling, these are reviewed annually following intervention as required. Academic progress is reviewed on a termly basis by all staff and daily meetings take place to discuss individual students' needs. Half-termly meetings are held by Heads of Year and the SENDCO to discuss movement onto and off of the SEND register.

Student's progress and attainment may be inhibited by a range of factors such as: Health and Welfare, Attendance and Punctuality, EAL, CLA etc. Alone these do not constitute a Special Educational Need, however where intervention has been put in place and progress has not been made, an identification of an additional Special Educational Need may be made.

A GRADUATED APPROACH TO SEN SUPPORT – MANAGING STUDENTS NEEDS

As stated in the Code of Practice, a student will only be identified as having a SEN if they do not make adequate progress following high quality teaching and initial intervention work from subject staff. Subject staff are responsible for the progress of the students in their class, including where students receive additional support. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

When necessary at The Axholme Academy whole staff meetings will be arranged to address specific issues be they medical, emotional or academic. All staff in all curriculum areas are expected to remain aware of good practice, in teaching and learning strategies to support students with SEND.

At The Axholme Academy, subject staff would first identify students who require additional support and plan the high quality differentiated support that the student requires to bridge the gap in their progress. Teaching staff can raise concerns with the SENDCO through the SEN Concerns form which will be reviewed initially by the SENDCO and then taken to half termly meetings with Heads of Year if required.

A decision as to whether to include a student on the SEN Support list is taken at half termly meetings between the SENCO, Head of RtL, Head of AtL and other relevant staff. At the meeting, the team will review the success of current interventions, information from teaching staff, AtL and RtL staff and, where appropriate, data from the termly teacher assessments in all subjects. Following the review, a student may be placed in the SEND Support Group. The SENCO will then assess the student's needs using the LASS and EXACT programme and compiling a Boxall Profile as required. Specialist help will be sought if required, and an

individualised programme of support will be developed which will be reviewed on a termly basis.

Where a student has a more immediate or higher level of need, daily team meetings take place where any immediate concerns regarding individual students can be shared and appropriate intervention agreed. The SENCO will seek specialist support from external services where there is a higher level of need and where all initial interventions have not succeeded. Details of the agencies with whom The Axholme Academy works are contained in the academies SEND Information Report which is available on the Academies website and the academies contribution to North Lincolnshire Councils Local Offer can be found at <http://www.northlincslocaloffer.com>

At The Axholme Academy, where a student has an EHCP or is placed on the SEND Support list, they will be issued with a Student Pen Portrait. These will include all individualised strategies to assist the student, individualised support being received by the student, and any additional pastoral support. Targets will be set with and for the student at termly review meetings in line with the Code of Practice and stored on the student's 'My Plan' contained within the Student Pen Portrait. The SENCO will be responsible for updating these and will be supported by the SEND team and the HLTA where appropriate.

The SENCO will be responsible for tracking the progress of all students with SEND. All previous Student Pen Portraits along with the evidence used to produce these will be kept securely and used as evidence where referral to an external agency is required. Usually, referral to an external agency will not take place unless at least 2 sets of interventions have taken place within the academy therefore completing 2 cycles of Assess, Plan, Do, Review.

Where a student is placed in the SEND Support Group and intervention put in place, the parents or carers of the student will be informed of the decision. Parents and carers will be kept informed of the progress of their child during the intervention programme. Where higher level specialist support is required, permission will be sought from the parent or carer prior to requesting external support. Parents and carers will receive a copy of the students Student Pen Portrait and will have the opportunity to discuss the contents of this with the SENCO on a termly basis. The student themselves will be involved in the setting and reviewing of their targets with their form tutor and HLTA. They will assist the SEN team with the review of their SEN targets and are invited to discuss the support which they receive with the SENCO on a termly basis. Parents and carers, along with the student and any external agencies working with the student, will be invited to attend their annual review of their EHCP should they be entitled to do so.

All funding for the initial interventions will come from the academies delegated budget. Additional funding for students with an EHCP will come from the relevant council to support students with high level needs to achieve their set outcomes. Parents and carers of students with an EHCP may request a personal budget if they wish to do so.

CRITERIA FOR EXITING THE SEN SUPPORT LIST

A student may be removed from the SEND support list if they have achieved their expected progress and no longer require additional support. This will be determined at termly reviews with the student's parent or carer, or within SEND / PSP meetings between the SENCO and Heads of Year. Progress made by the student will continue to be monitored by the team and a PSP set up by the relevant Head of Year. Parents and carers will be informed of all such decisions.

SUPPORTING STUDENTS AND FAMILIES

Further support for both families and students with SEN can be found on the North Lincolnshire Council website regarding the Local Offer <http://www.northlincslocaloffer.com> and through reading The Axholme Academies SEN Information Report available on the Academies website.

With regard to the admission of students, the Governing Body at The Axholme Academy have determined that they will adopt North Lincolnshire's admissions criteria. The Axholme Academy will adopt the principles set out within the Code of Practice when admitting students who have an EHCP and whereby The Axholme Academy is named on that plan. The full admissions policy for The Axholme Academy can be found on the academies website at: <http://www.theaxholmeacademy.com/page/?title=Policies&pid=12>

All students who are on the SEN Support list are given the opportunity at the end of Y9 to be assessed by a specialist teacher in order to gain access support for examinations in KS4. A student may gain access to a human or computer reader, scribe or laptop, and / or 25% extra time. Additionally, some students may be granted rest breaks and access to a small room. At The Axholme Academy, we cannot commit to having 1:1 rooms available due to the size of our site. Where a student is granted these, they will have the opportunity throughout KS4 to practise using these effectively. Students who are granted support in examinations will sit their examinations in a smaller room away from the rest of the year group. Students may also use a reader and / or scribe within controlled assessment conditions if so advised by the exam board. The class teacher is responsible for asking for additional support, this is then organised by the SENCO in coordination with the exams officer.

In order to support the transition between primary and secondary school, the SENCO will attend the annual review of all students in Y6 where possible, and Y5 where deemed appropriate. The SENCO will visit all feeder schools in the summer term of Y6 to transfer information regarding students currently receiving SEN support. Y6 students will be invited to the academy in the summer term for an additional SEN transition day as necessary. Those students who would benefit from further transition will be invited to the academy in the spring term on an individual basis and again early in the summer term as a small group. All transition arrangements will be planned on an individualised basis with the appropriate primary school. Transition between KS3 and KS4 will be considered during the options period in Y9. All students will have access to a careers advisor and support from the SENCO. Students will have access to a careers advisor and open days at local colleges to support the transition between The Axholme Academy and Post 16 education. Participation in taster days at the colleges are also encouraged. The SENCO at the students chosen Post 16 establishment will be invited to the students EHCP review and appropriate transition will be planned at this review.

The Axholme Academy makes appropriate considerations and adjustments for students with medical conditions. This includes making appropriate arrangements for all students to access school trips and Physical Education. The full medical needs policy can be accessed on the academies website.

SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

The Axholme Academy recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may

also have special educational needs and may have an Education, Health and Care plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Parents and carers of students with medical needs will be issued with a letter on an annual basis to determine whether or not the student requires an Individual Health Care plan. This will be written by the SENCO in liaison with and parents or carers, and where appropriate relevant professionals. Each IHCP will be signed by an appropriate health professional where appropriate. These are shared with the PE department and other relevant staff where appropriate.

All medicines are stored in a safe place in the Front Office and records kept of all medicines which are administered. See the full policy on the Academies website for further information.

MONITORING AND EVALUATION OF SEND

All interventions are reviewed for their effectiveness on a half termly basis by the SENCO. The all round effectiveness of the SEN provision is monitored through termly meetings with the SEN governor and within fortnightly link meetings with the SLT link. The Axholme Academy uses yearly student voice activities to monitor its activities and has a designated SEND student council representative. Parents and carers of students with SEN are invited to voice their opinions at the student's yearly annual review, and at termly reviews of a student's Pen Portrait. These arrangements promote an active process of continual review and improvement of provision for all pupils.

TRAINING AND RESOURCES

SEN is funded at the The Axholme Academy as per the national guidelines regarding the 3 elements. Support for students on the SEN Support list is funded from elements 1 and 2, where a student develops additional needs the SENCO may apply for additional funding through the application for an EHCP. Students who are in receipt of an EHCP receive additional funding through element 3 in order for the Academy to deliver the specific outcomes stated in the student's individual plan.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Students on ITT programmes meet with the SENCO for the same purpose in the first week of their placement. Training needs are identified through the yearly appraisal process for both teaching and non-teaching staff, along with the academies regular Teaching over Time process. The SENCO regularly attends the LAs SENCO network meetings and the North Lincolnshire Education Consortium network meetings in order to keep up to date with local and national updates in SEND. The SENCO has completed the NASENCO award and has a MEd in Inclusion and Special Educational Needs.

ROLES AND RESPONSIBILITIES

The SEND link governor is Mrs T Pullan and Dr K Andrews-Longbone. The role of the SEN governor is to help raise awareness of SEND issues at governing body meetings and give up to date information on SEND provision in the academy. The link governor should help to review the academies SEND policy and ensure that parents have confidence in this provision.

The SEND Teaching Assistants are line managed by the SENCO. The role of the SEND Teaching assistant is to put in place specific interventions as directed by the SENCO. A Teaching Assistant may work on a 1:1 basis within a class with a named student on a specific intervention as directed by the SENCO in liaison with the classroom teacher or with small groups as directed by the classroom teacher.

The Designated Safeguarding Lead at The Axholme Academy is the Principal, Mr D. Keogh with the Deputy Designated Safeguarding Lead being Mrs D. Millward. The member of staff responsible for Looked After Children is Mrs L. Kinroy and Pupil Premium funding is Mr B. Creasy. At The Axholme Academy the member of staff responsible for meeting the medical needs of students is Miss J. Harrison.

STORING AND MANAGING INFORMATION

All information is kept securely stored for 5 years before being appropriately destroyed. All SEN records are kept securely until the student is 25 before being appropriately destroyed. The Academy has both an Information Management Policy and a Confidentiality Policy which are followed by all staff. Both policies are available to all staff via Google Share and to other parties on request to the Business Manager Miss S. Leggott.

REVIEWING THE POLICY

The SEN policy at The Axholme Academy will be reviewed on an annual basis in accordance with the Code of Practice. This annual process will be undertaken by the SENCO in liaison with the link governor for SEN and the Principal at the Academy.

ACCESSIBILITY

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. The Axholme Academy has an Accessibility Plan which is the responsibility of Miss S. Leggott and Miss J. Harrison. Within the Accessibility Policy there is a checklist for removing barriers to learning which is reviewed by on an annual basis. The full policy is available on the Academies website.

The Academy promotes equal access to the curriculum by removing barriers to learning including the use of TA support where necessary. Practical activities are differentiated to allow all to participate and transport is provided where possible to increase access to after school activities. Additional funding is used to assist all students to have access to school trips.

The Academy has appropriate ramps for access to the school building and a lift to ensure access to all floors of the school. Accessibility doors and push buttons have been installed, and there is an accessibility toilet on each floor of the main building. Students have access to a different range of seating if required and height adjustable tables.

Parents and carers are able to contact staff at The Axholme Academy during the day between 8am – 4pm on the school telephone number – 01724 710368.

DEALING WITH COMPLAINTS

The Axholme Academy invites parents and carers to contact the academy through its website. The Academy has a Complaints Procedure which is accessible on the website <http://www.theaxholmeacademy.com/page/?title=Policies&pid=12>.

All complaints regarding issues with SEN should be referred to the SENCO in the first instance on the Academies telephone number 01724 710368 or via email jharrison@theaxholmeacademy.com

BULLYING

The Axholme Academy has an Anti-Bullying policy which is accessible to all via the academy website: <https://www.theaxholmeacademy.com/attachments/download.asp?file=403&type=pdf>

Students are educated about the different needs of other students to ensure that there is an understanding of each other's needs.