




# South lakes Academy

## SEN policy and information report

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## Mission Statement.

At South Lakes Academy we will provide a safe, supportive learning environment with opportunities for each student to develop the skills and knowledge to become a responsible, successful citizen.

### 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At South Lakes Academy we recognise that each pupil is unique in character, ability and learning style. Our vision is to recognise these qualities and build upon them so that everyone would reach their full potential in a relaxed, respectful and supportive environment. All staff accept responsibility for providing all children with realistic learning goals in an appropriate and individualized curriculum. Whilst we do not follow the national curriculum in some cases the letter, we use the framework to deliver a rounded educational programme with appropriate differentiation and we link the cultural, social, emotional and spiritual aspects throughout each scheme of work.

We aim to:

- Work in partnership with our students, parents/carers, all staff and external agencies
- Use a range of differentiation to provide effective learning opportunities for all students
- Promote and enhance self-esteem by setting appropriate targets that are realistic and measurable
- Use a variety of complementary approaches to support the student – one-to-one or small groups of no more than 3 children
- Use all resources appropriately and effectively
- Make full use of all the support agencies that are available through the LEA

### 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

### 3. Definitions and Areas of Need

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

South Lakes Academy is specially designed to provide alternative educational provision; hence all our students will meet this criteria in some way or another. We recognise that young people will have needs and requirements which may fall in to at least one of five areas, many children may have inter-related needs. The areas of need are:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical
- Medical

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Lack of competence in English must not be equated with learning difficulties as understood in the Code of Practice.

### 4. Record Keeping

Teachers and Head of centre will often keep anecdotal records as part of their continuous assessment. Records will always provide precise positive information about what each young person can do, and about what steps are being taken to help them make progress.

Teachers will:

- Mark books
- Keep records of support given by the teachers
- Keep examples of work

#### 4.1 Medical Information

This is updated as and when information is given. Any major changes are passed on to the relevant teacher and kept in each students SEN file. Whilst it is important to note that a medical diagnosis or a disability does not necessarily imply SEN. It is the young person's educational needs rather than a medical diagnosis that must be considered. However, medical conditions may have a significant impact on a young person's experiences and the way they function in school and if not properly managed could hinder their access to education. Therefore consultation and discussion between parents/carers and relevant agencies is essential to ensuring that the young person is making maximum progress towards reaching their full potential.

## **5. Roles and responsibilities**

### **5.1 The Head of Centre**

The Head of Centre is Tunde Christie

She will:

- Determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Ensure the school keeps the records of all pupils with SEN up to date
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **5.2 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Head of Centre to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## **6. SEN information report**

### **6.1 The kinds of SEN that are provided for**

Our school currently provides provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome,
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, anxiety
- Moderate and multiple learning difficulties

### **6.2 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

### **6.3 Adaptations to the curriculum and learning environment**

It is very important to realise that many of our young people have complex, inter-connected needs and they should not be categorised or labelled. At South Lakes Academy we strive to build upon what a young person already knows in small individualised steps and use rewards to celebrate these. We believe it is more important to think in terms of individual differences and achievements rather than deficits from within young people. All staff are aware that young people's needs, and difficulties can be linked to a mismatch between task demands, level of concentration and the young person's ability and/or disability.

We recognise that it is important to involve the student when planning their programme. This will ensure that activities are tailoring to their unique interests and he/she will be aware of the desired outcomes.

We make the following adaptations to ensure all pupils' needs are met:

- Breaking difficult tasks down into more manageable parts, across the curriculum
- Variety between practical and written tasks
- Using computers, concept keyboards and DVDs
- Building on young people's strengths and interests
- Modifying worksheets and activities to tailor meet the student
- An awareness of the differing concentration levels of the young people
- Praising and enhancing self-esteem
- Setting achievable targets

### **6.4 Enabling pupils with SEN to engage in activities available in school**

As the majority of our lessons are offered on a one-to-one or semi-private basis our students have a limited opportunity to socialise and exchange ideas. To promote and provide social opportunities and development we offer activities that bring them together. Some of our activities offered are:

- Outdoor activities such as walking, canoeing, swimming
- Pitch and put, mini golf, or the driving range
- Indoor climbing wall
- Gym
- Badminton, squash or tennis and short tennis
- Extra-curricular activities, such as theatre visits, sporting events and art workshops

### **6.5 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the individual teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **6.6 The Role of the Local Authority**

The majority of our students are referred to us by Local Authorities – of which we have a close working relationship. Initially we provide a comprehensive Educational Proposal following an initial assessment. Once approved we send regular reports (at least once a year) and conduct a review meeting of a minimum of once a year to ensure that the plan is still relevant

## **7. Monitoring arrangements**

This policy and information report will be reviewed by Tunde Christie **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **8. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Admission and Exclusion Policy
- Anti-Bullying Policy
- Behaviour
- Complaints procedures
- Equality information and objectives