



SEN Policy

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| Signed: |  |
| | Lynne Thornton, Chair of Governors |
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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

Cumbria Academy for Autism is a SEN school, all policies and actions carried out on a day to day basis are SEN focused. This policy draws together some of the legal requirements in having a SEN policy in place.

Cumbria Academy for Autism is passionate about our vision to form the first special free school in West Cumbria which creates life changing opportunities for our students. We will become a centre of excellence for ASC within Cumbria and potentially grow into an expanded Multi Academy Trust for Autism.

We share a broader vision for improving education in West Cumbria through our involvement as members of the West Cumbria Alternative Provision Working Group; we are determined to improve Autism provision beyond our school walls and it is this that underpins our centre of excellence model.

We reflect this vision in our mission statement:

"To provide children and young people with autism in Cumbria, the opportunity to reach their full potential in life by preparing them for adulthood, so they may lead fulfilled happy and purposeful lives."

We reflect this vision in our vision statement:

"Be the best version of you."

Our SEN Policy will be updated and reviewed termly from opening to reflect the students and practice adapted to meet the needs of our pupils. This policy will reflect our bespoke practice as the SEN Policy will be integral to all lessons, staff and pupils throughout each school day and academic year.

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

This policy also complies with our funding agreement and articles of association as a Free School.

3. Definitions

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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Richard Aindow (Head)

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the overarching SEN policy and provision in the school
- Have overarching 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
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a named point of contact and advise form tutors 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
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Ensure Access arrangements are in place alongside with the Examinations Officer for External and Internal examinations.

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy
- Being the first point of contact for all SEN issues within their form group, whether it be parents or external enquiries.
- Fill in the EHCP with regard to their form group as they will know their pupils best.

5. SEN practice

5.1 The kinds of SEN that are provided for

Our school will provide for a range of priority and co-morbid needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- 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

5.2 Identifying pupils with SEN and assessing their needs

All pupils who attend the school will have a formal diagnosis and EHCP in place. However we will continue to assess each pupil's current skills and levels of attainment on entry and continuously, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils as we will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an ongoing discussions with the pupil and their parents when identifying whether their special educational provision needs are being met. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's IEP

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class tutor will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour

- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. This will clearly be recorded on the student's IEP.

5.5 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.

Transition will be carefully planned allowing the student to access the new site on multiple occasions. Their Annual review, IEP and All about me will have been prepared with the transition in mind and will be shared with the new staff team and school or other setting.

Transition into the school will consist of at least a visit to site by parents, a visit to the Pupil in their current education establishment by the SENCO and SLT and a home visit to as well to gather and confirm personal details.

A planned Transition start of at least two visits to site by the pupil, one accompanied by parents or school support staff and at least one without.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality first teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions as appropriate :

Firstly Whole Class interventions whereas the whole group would benefit from a targeted support.

Secondly Small group interventions where there is a wide gap in ability and need

Thirdly Intensive Interventions where the individual alone needs to benefit from the intervention

All three interventions can include the following:

- Familiar key TA
- Bespoke curriculum
- Bespoke targets
- Motivating work
- individual sensory needs met
- Sensory Diet
- Access to mental Health worker
- Access to Speech and language therapist
- Access to Occupational therapist
- Access to Nurse/Dietician
- Movement breaks

Students will be included in taking control and understanding their support strategies, in time we want all pupils to independently implement their known strategies to support themselves, until then staff will be aware of what proactive, active and reactive strategies work best to support the young person. This will be recorded on their IEP and shared with all staff.

5.7 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, colored overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have 10 teaching assistants who are trained to deliver interventions alongside the class teachers within the team.

Teaching assistants will support pupils on a 1:1 basis when their EHCP and IEP recognise this as a required learning need otherwise they will support all pupils within the school.

Teaching assistants will support pupils in small groups within most classes most of the time.

We work with the following external agencies to provide support for pupils with SEN:

- CAMHS

5.9 Expertise and training of staff

Our approach to training is lifelong learning, we will implement a growth mindset: nobody knows everything and everyone is able to learn.

Training and CPD will be open to everyone. We have links with the Skills network and will sought the best training for cost effectiveness for all staff. We aim to have 100% of all staff trained in autism awareness.

The Head has 13 years' experience in teaching, 4 years in Leadership and has an MSC in Psychology and SENCO award.

Our SENCO has over 5 years of' experience in this role and has worked at two other SEN provisions. Our SENCO is currently **Mr Richard Aindow, until such time as roles as formally allocated in the post-opening period.**

They are allocated time to manage SEN provision.

We have a team of potentially 10 teaching assistants, including up to 6 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the forthcoming academic year, **all staff will have been trained in at least Team Teach, Safeguarding & Autism L2**

We use specialist staff for SALT, OT, ED Psych, Mental Health & Dietary Interventions.

5.10 Securing equipment and facilities

We will spend funds on pupils as required from our SEN budget as all pupils are in receipt of SEN funding, this will come from a collective SEN costing.

Individual students will also benefit from their pupil premium money spent on them directly which will be recorded on the website.

Catch up funding for English and Math's will also be spent directly on pupils in Years 7 & 8 which will be recorded on the website.

LAC and Virtual Head income will also be spent directly on pupils as required which will be recorded on the website.

In the first hand this money will be spent on equipment and facilities for the young person to benefit from, it is an advantage to the other pupils if the equipment and facilities bought can also be of benefit to others, but the priority and need will be placed on the child who brought in the additional funding.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after the set number of weeks as arranged
- Using pupil and parental questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN, EHC plans
- Keeping aware of new strategies and ideas within the public forum and by specialist groups

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our planned before-and after-school clubs, this is because often our pupils will have not experienced such access before.

All pupils are encouraged to go on our residential trip(s) as we will meet their individual SEN needs to make this happen.

All pupils will be encouraged to take part in sports day/school plays/special workshops, etc

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

All pupils will have individual SEN needs and we will be open and honest about what these are. Pupils will be encouraged to be understanding and respectful of each other's needs to help establish empathy and understanding.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- All pupils will have an IEP in place that promotes their emotional & Social development
- Enrichment time in weekly session will be focused on emotional & Social development
- Specialist staff will be on site to deliver extra support and strategies for emotional & Social development
- Pupils will be encouraged to be part of the school council
- Pupils will be encouraged to be part of clubs at Lunchtime and after school to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We will work with all other external agency such as CAHMS. We will actively seek out other agencies that we can support and benefit from such as "Young minds", "Barnardos" "time to change" "Mind" etc..

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy and make complaints regarding SEN provision in the same manner as any other school matter.

The parents of pupils with disabilities do also 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

5.16 Contact details of support services for parents of pupils with SEN

We will actively work with all services in the local area and will readily make this knowledge amiable to parents and work in partnership with them

Insert the details of the services available to parents in the area.

5.17 Contact details for raising concerns

Richard Aindow (Head)

5.18 The local authority local offer

Our contribution to the local offer is: *Free through school for pupils with ASC named on the Local offer*

Our local authority's local offer is published here:

<http://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/home.page>

6. Monitoring arrangements

This policy and information report will be reviewed by our SENCO **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.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- *Supporting pupils with medical conditions*

RED text, is a temporary measure for opening, this will be reviewed by Term 1