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# **SPECIAL EDUCATIONAL NEEDS POLICY**

## **2023/2024**

### **Longley Park Sixth Form**

## Document Control

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## **1 Aims**

- 1.1 All academies within the Trust share common values and an ethos that every child matters. Our support for all children within our care extends to those children with additional needs that require assistance to help them fulfil their potential.

Longley Park is a multi-cultural inner- city Sixth Form educating young people between the ages 16 and 25. The curriculum includes provision at Level 1, Level 2 and Level 3. Academic and Vocational provision is provided at level 3 in the form of A Levels and BTEC, WJEC, LIBF, NCFE CACHE and UAL qualifications.

- 1.2 Longley Park Sixth Form shall ensure that:

- the special educational needs of students will be addressed and students will not be labelled or disadvantaged by any policy or procedure operated within the Trust;
- it works in partnership with parents and appropriate external agencies to support students with special educational needs and will use its best endeavours to ensure that appropriate provision is secured in order to achieve agreed outcomes;
- it has an Additional Learning support Manager (ALSM) who will maintain and regularly review the SEN record held in respect of an individual student and co-ordinate support. However, it will be the responsibility of all staff to support individual students, to implement strategies suggested by the ALSM and be responsible for ensuring that students receive provision appropriate to their needs and agreed outcomes; and
- children and young people with SEN engage in the activities of the school alongside students who do not have SEN

- 1.3 All support provided and decisions taken have regard to these general principles as well as the legal framework set out in the Children & Families Act 2014, the SEND Regulations 2014 and the SEND Code of Practice 2015.

## **2 Definitions**

- 2.1 Under the Children & Families Act 2014, a child/young person will have SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

- 2.2 A Child or Young Person will 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 that prevents or hinders them from making use of facilities that are generally provided for others of the same age in mainstream schools in England.

- 2.3 Special Educational Provision is education or training that is additional to, or different from, that made generally for other children/young people of the same age by mainstream schools

### **3 Roles & Responsibilities**

- 3.1 The implementation of this policy will be monitored by the Trust Board and remain under constant review by Director of Education/Executive Principal.
- The academy will appoint a AAC with responsibility for SEN. The SEN AAC lead will raise SEN issues at governing board meetings; monitor the quality and effectiveness of SEN provision within the academy and work with designated senior leaders to develop the SEN policy and provision.
  - The Executive Principal will work with the ALSM and the Director of Education to develop the SEN policy and provision within the academy. The Executive Principal has overall responsibility for the provision and progress of learners with SEND.
  - The ALSM will co-ordinate the academy's approach to SEND provision and will undertake those duties set out in chapter 6 of the SEND Code of Practice 2015.
  - Class teachers are responsible for the progress and development of every student in their class and will work with the ALSM and Additional Learning Support Team to ensure the "assess plan do review" cycle is appropriately implemented to support any students with SEND.
- 3.2 The academy will work in partnership with students, teachers, parents and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the school curriculum.
- 3.3 Parents of SEN students will be able to discuss the needs of their child with their child's tutor, the Progress Co-ordinator/Head of Year or the ALSM.

### **4 Identification & Assessment of SEN**

- 4.1 Information about previous special educational needs will usually accompany students upon entry to the academy and this will be used by the ALSM to make sure appropriate provision is continued.
- 4.2 This information is collated from the transfer of school files from the previous school/provider during transition meetings which are held with all the feeder schools or early years settings, in the summer term, before students start at the academy. If necessary, a strategy sheet will be drawn up for each student with SEN.
- 4.3 Upon entry to the Sixth Form, students are assessed and the data from these assessments are then analysed by the ALSM and Curriculum Leaders to identify any potential areas of need. Students may then be added to the SEN Record in line with the Code of Practice guidance for SEN.
- 4.4 As part of the transition process, the Sixth Form will capture declaration of SEND at the point of entry. Where students have not self-declared an SEN need and Academic Tutors or teaching staff feel there is an additional need, referrals are made to the ALSM.
- 4.5 Ongoing identification is also completed alongside the academy reporting process as data is collected and analysed in all subject areas by Curriculum Leads. If a student has not made expected progress, then interventions will be put in place regardless of need. If a member of staff identifies a student whose special educational needs are not met by the normal differentiated programme of study, then the class teacher will work with the student setting

clear targets and providing greater differentiation. If the situation improves then no further action is needed. If there is no improvement the ALSM will be informed.

- 4.6 At this point information will be gathered. The class teacher will inform the parents about the issue and there will be consultation and discussion around the proposed additional support for the student. Parents, and the student where appropriate, will be involved in sharing information and agreeing outcomes. It will be decided whether it is appropriate to further monitor the student. A strategy sheet will be drawn up by the SEN team with copies shared with all staff concerned with the student's progress.
- 4.7 If a parent/carer refers their child to the academy as they believe their child has special educational needs, they should contact the ALSM, who will undertake investigations and appropriate assessments (with input from the relevant teachers) to see if they are achieving expected levels of progress. If the student is not making appropriate levels of progress then internal support will be implemented in accordance with paragraphs above.
- 4.8 In all cases, where internal support is not effective in supporting the student, a referral to the Educational Psychologist or other relevant specialist will be completed with the parents' knowledge and information and strategies for support shared with all staff.
- 4.9 If there are no concerns regarding the students' academic progress then the academy will ensure appropriate differentiation continues in the classroom and interventions are put in place if appropriate.
- 4.10 Contact details for professionals who are able to assess will be provided for parents/carers so they can consider a private assessment. Whenever special educational provision is being made, parents and students will be involved in developing and reviewing support plans/strategies.
- 4.11 All staff teaching students who are recorded as SEN will be made aware of the individual needs. Curriculum Leaders and the Additional Learning Support team will work with teachers when required, to develop techniques to support differentiation and ensure that appropriate resources are available as part of the Academy's Professional Development Programme.

## **5 Reviewing**

- 5.1 All students regardless of needs are set targets. Data collated during the academy reporting process is analysed and strategies are put in place to support those that are not achieving as expected. All SEN interventions delivered outside the classroom have Specific, Measurable, Achievable Targets (SMART) set to ensure that progress is made, these are recorded using Provision Plans / Individual Learning Plans (ILPs) /Outcome Tracker or Student Learning Programmes. These are monitored and reviewed against a time frame, agreed within the plan. If expected progress is not made, then the ALSM may refer to a specialist services such as an Educational Psychologist.
- 5.2 If a student has an Educational Health Care Plan an annual review is held in accordance with legal requirements.
- 5.3 If, as a result of appropriate progress, a student is removed from the SEN record. The student will continue to be monitored through the academy's structured reporting programme by the Curriculum Leads.

## **6 Policy Links**

This policy should be read in conjunction with:

- SEN Information Report (updated annually)
- Equality Policy & Objectives
- Safeguarding Policy