



POLICY FOR Additional Support (SPECIAL EDUCATIONAL NEEDS)

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Responsibility:	Learning & Teaching Committee
Author:	Paul Sutton/Val Hudson

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POLICY FOR Additional SUPPORT (SPECIAL EDUCATIONAL NEEDS)

1. Principles & Objectives

The aim of the Additional Support Department is to integrate students with special needs into the mainstream whenever possible. The philosophy behind this is that students with special needs gain in motivation, self-esteem and self-confidence and avoid being labelled / stigmatised. Some students will receive support when in mainstream lessons and/or receive individual tuition/be withdrawn from classes by Additional Support staff to address specific areas of need.

Objectives

- To ensure the Children's and Families Bill (including new SEN code of practice 2014) and relevant Codes of Practice and guidance are implemented effectively across the School.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, students with special educational needs.
- Endeavour to continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide access to a broad and balanced curriculum through appropriate planning by class teachers, SENCO, and Additional Support Staff as appropriate to ensure barriers to learning are removed.
- Endeavour to ensure that pupils with SEN are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence in order to meet the demands of school further education, career and life skills.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves in planning and in any decision making that affects them.

Additional Support teachers and Teaching Assistants provide support for the mainstream subject teachers, offering them the following:

- a) Individual and/or shared help to the students with special needs within the classroom;
- b) Help with adapting/differentiating the resources available to a suitable level for the student(s) with special needs;
- c) Withdrawing students for pre-arranged individual or group interventions;

The Additional Support Department seeks to offer advice to other curriculum areas on resources available for those with special needs so that existing resources in subject areas can be differentiated to enable access to the curriculum. Consequently there is liaison with Subject Heads and subject staff. Similarly liaison takes place with both the Heads of School and tutors to promote the communication/sharing of information regarding individual students

The approach of the Department has to be flexible in order to cater for the many individual needs that students with special educational needs and disabilities may present. The department works in line with the SEND Code of Practice May 2015.

2. Co-ordination

The Additional Support Department comprises of Learning Support, Skills Room and a Hearing Support Centre which provides for H.I. students from East Devon.

The purpose of creating Additional Support was to bring together under one “umbrella” all the teams involved in supporting students at CVCC. The Deputy Principle with responsibility for Pastoral issues is Head of Additional Support and reports to the Principal.

The SENCo is Head of the Learning Support Team and reports to the Deputy Principal.

The Skills Room Manager organises the Skills Room interventions, liaises with the SENCo and reports to the Deputy Principal.

The Specialist Teacher of the Deaf leads the work of the HSC, liaises with the SENCo and reports to the Deputy Principal.

3. Arrangements for Co-ordination

- i. Regular meetings of Additional Support Team.
- ii. Arrangement of individual and group support and intervention timetable in liaison with Subject Heads, subject teachers and parents.
- iii. Attendance of members of Additional Support Team at Subject Department Meetings if required.
- iv. Attendance of SENCo at Heads of Subject, Multi-Agency meeting and SAIF where required.
- v. Morning staff briefings – whole staff and SLT
- vi. Weekly staff bulletin and Student Information Sheet (SIS)
- vii. SENCo meets fortnightly with Deputy Principal.
- viii. Weekly Panel meeting attended by Deputy Head, SENCo, Head of HSC and Skills Room Manager.

4. Admission Arrangements

Criteria for admissions are set out by the LA which controls all admissions. Specific contacts are made if a student involved in an application for admission is already the subject of a statement of S.E.N/EHC Plan. This criteria does not discriminate against students with S.E.N/EHC Plan or disabilities and has regard for the guidance in the DfES (2015) *Special Educational Needs Code of Practice* and Equality Act 2010.

5. Facilities & Equipment

In Learning Support there are several classrooms and smaller rooms for full classes and individual and small group work. A conservatory acts as a ‘safe haven’ for vulnerable students at break and lunchtime. Regular use is made of the IT rooms/laptop banks and

there are computers available in the larger 2 classrooms. In addition there are some laptops available for individual student use.

There is a purpose built Hearing Support Centre with 2 classrooms, access to computers and an office.

The Skills Room is a dedicated area where students can work under supervision in small groups or 1:1. There is access to computers and an office area.

All Additional Support areas are accessible to people with disabilities and there are toilet facilities for disabled users nearby. There is a purpose built room with a hoist/toilet/shower/plinth for use with students who need a high level of support with personal and intimate care and/or moving and handling.

6. Allocation of Resources

As with all secondary schools in Devon, funding from the L.A/EFA is received to support children with special needs in the form of Element 2 (formula funded) and Element 3 High Needs Block Funding. These funds are used for staffing, equipment, resources and buying in specialist input/courses for students and staff. Use of SEN/EHC Plan Element 3 funding for students with a statement of SEN is discussed with parents/carers at annual review.

7 Access to the curriculum

Our objective is to give all students access to all areas of the curriculum unless it is considered, in consultation with parents and staff, to be against their interest or when they are unable to access a specific area of the curriculum.

8. Integration Arrangements

The majority of students are primarily fully integrated with in class support and/or withdrawal sessions being implemented where relevant. There are some exceptions where a student requires a reduced timetable and this is done on an individual basis. This arrangement most often applies to students with medical issues but also to students on a Supported Return To School Programmes.

9. Evaluation of Additional Support

This is done through:

- Annual SEN Audit
- additional SEN Healthcheck every 2 years
- Additional Support Improvement Plan
- IEPs and IEP/annual reviews for students with a statement of SEN
- Weekly Additional Support Panel meetings
- Analysis of RAISE online/SISRA data

10. Arrangements for dealing with complaints

These are contained within a separate policy document based on procedures set out by the LA.

11. Staff Training

- Staff training by relevant agency for specific needs/medical conditions
- Additional Support programmes for Training Days
- Defined INSET priorities funded from school budget share
- Internal and external training in conjunction with outside agencies

12. Use of Outside Agencies / Facilities

As an academy school , we access a range of outside agencies including:

- Educational Psychologist
- LA Adviser for Special Needs
- Hearing / Visually Impaired LA support staff
- Traveller Education Service
- Physiotherapy
- Occupational Therapy Service
- Communication and Interaction Advisory Teacher Service
- SEN IT Advisory Teacher Service
- EAL Advisory Teacher Service
- Dyslexia Network Group
- School Nurse
- Counsellors
- Careers South West
- Physical Difficulties Advisory Teacher Service
- PSA
- Community Police
- Schools Company Speech and Language Therapy Service
- CAMHS

Packages of support are bought in from Babcock Support Services in addition to statutory provision from the LA.

13. Parents' Role

Specific appointments are made on request. We encourage parents to work at home with their children and we will offer advice and materials to support this. In some cases, we ask parents to keep in touch on a regular basis either through meetings , phone calls or emails.

14. Links with other schools and transition between schools

SENCO works with current Transition Co-ordinator to carry out primary liaison, visiting schools and primary school SENCOs as necessary.

15. Links with health and social services and voluntary organisations

Additional Support staff have regular contact with Health and Social Services if this is relevant to individual students.