



Footsteps SEN Policy

Guiding Principles

All our students have the right to an education which is appropriate to them as individuals. As far as possible, therefore, it is Footsteps` aim to minimise the difficulties that students will experience. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum.

Three principles for inclusion

- *Setting suitable learning challenges* - We aim to give every student the opportunity to experience success in learning and to achieve as high a standard as possible
- *Responding to students` diverse learning needs* - We take into account the different backgrounds, experiences, interests and strengths which influence the way in which students learn when we plan our approaches to teaching and learning

• *Overcoming potential barriers to learning and assessment for individuals and groups of students* - We recognise that a minority of students will have particular learning and assessment requirements that will create barriers to learning if we do not address them through special arrangements.

In making provision for students with special educational needs our policy objectives are:

- to ensure that our duties, as set out in the Education Act 1996, SENDA 2001 and the Disability Discrimination Act 2005, are fully met to enable students with special educational needs to join in the normal activities of the school along with students who do not have special educational needs.
- to ensure that all students gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs.
- to identify and assess students with special educational needs (SEN) as early as possible.
- to use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our students;
- to provide a graduated approach in order to match educational provision to students` needs.
- to develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children;
- to take into account the ascertainable wishes of the students concerned and, whenever possible, directly involve them in decision making in order to provide more effectively for them.
- to ensure effective collaboration with Local Authority (LA) services, health services and social services in order to ensure effective action on behalf of students with special educational needs.
- to ensure that all staff are aware of their responsibilities towards students with special educational needs and are able to exercise them.
- to monitor our effectiveness in achieving the above objectives

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ROLES AND RESPONSIBILITIES

In attempting to achieve the above objectives, the Senior Lead Team (SLT), the SENCO, SEN Officer, and the staff will take all reasonable steps within the limit of the resources available to fulfill the requirements outlined in this policy document. If Footsteps currently does not have a SENCO, the SEN and Head of Teaching and Learning will liaise with the SENCO of the referring organization regarding the referred student.

Directors will fulfill their statutory duties towards students with special educational needs as prescribed in sections 313, 317 and 317A of the Education Act 1996 (see SEN Code of Practice 1:21). In order to do this they will develop and monitor the Footstep's SEN policy and ensure SEN provision is an integral part of Footsteps` development plan. All senior managers will be knowledgeable about the academy's SEN provision, including how funding, equipment and personnel are deployed. The SLT will monitor the quality of SEN provision. All staff will be aware of students with educational needs.

The Chief Executive Officer and Principal have overall responsibility for the day to day management of provision. S/he will work closely with the academy's SENCO/SEN Officer/Head of Teaching and Learning (HOTL), who will work closely with students` SENCOs and will keep the SLT and Chief Executive Officer, fully informed about the working of this policy, taking account of the requirements listed by OFSTED in the Handbook for the Inspection of Schools. S/he will encourage all members of staff to participate in training to help them to meet the objectives of this policy.

The Special Educational Needs Officer (SENO)

NAME: Zainab Chowdhury (HOTL)

The SENCO/SENO will be responsible for: the day-to-day operation of this policy; co-ordinating provision for students with SEN by working closely with staff, parents/carers, SENCOs, and other agencies; providing related professional guidance to colleagues with the aim of securing high quality teaching; monitoring the quality of teaching and standards of students' achievement, and by setting targets for improvement; collaborating with curriculum co-ordinators to ensure learning for all students is given equal priority; ensuring that proper records are kept; contributing to the in-service training of staff; *using available resources to maximum effect.

Note- The SENO will often have additional roles such as managing staff who work with specific students who have special educational needs.

All staff should be fully aware of the contents of this policy and, in particular, of the procedures described below. Appropriate in-service training will be made available.

The Responsible Person NAME: Zainab Chowdhury

The LA have been informed that, when they conclude that a student at the academy requires an Education Health and Care Plan of special educational needs, they should inform the above who will ensure that whoever teaches the student knows about his/her special educational needs.

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ADMISSIONS

The academy aims to meet the needs of any student whom the parent or referring agency wishes to register as long as a place is available and the admission criteria are fulfilled. The currently agreed admissions policy of Footsteps makes no distinction with regard to students who have SEN. No student will be refused admission solely on the grounds that s/he has SEN except where the student is the subject of a "Education and Healthcare Plan" under section 324(1) of the Education Act 1996 and the Local Authority has indicated (in section 3 of the Education and Healthcare Plan) that the provision required is incompatible with that available at Footsteps. Where a student due for admission is known to have special educational needs the SENCO/SENO will gather appropriate information from any referring agency the student has been attending and from other agencies known to have been involved.

REFERRER FUNDING

If SEN students require resources above that of the normal Footsteps provision, referrers are able to apply for funds for additional services to make placement possible.

RESOURCES

When the Senior Management Team (SMT) approve the academy's budget, consideration will be given to the resources allocated to meeting special educational needs. The annual report to parents and referring partners will include this information. Consideration will also be given to any funds allocated by the LA in respect of students who are the subject of an "Education Health and Care Plan" (see below). The Academic Director and SMT will manage the allocated funds and will ensure that the best use is made of these resources. This will be achieved by prioritising needs through the staged procedure described below and by ensuring that, wherever possible, students are appropriately grouped to optimise the use of staff time (teaching and non-teaching) and equipment.

STAGES OF ASSESSMENT AND PROVISION

Access to the academy's curriculum is achieved for most students by differentiation of class work by subject teachers. When teachers find, despite their planning, that a student is consistently failing to achieve learning objectives the following procedures will be adopted.

School Action

- 1) When a subject teacher, member of the pastoral team or SENO identifies a student with special educational needs, Footsteps will provide interventions ADDITIONAL TO, or DIFFERENT FROM, those provided as part of the academy's usual differentiated curriculum offer.
- 2) The triggers for intervention will be concerns about the individual student who, despite receiving differentiated learning opportunities;
 - makes little or no progress
 - shows signs of difficulty in developing literacy and numeracy skills that result in poor attainment
 - persistent emotional and/or behavioural difficulties which continue despite behaviour management techniques generally used in the academy
 - has sensory or physical problems which continue despite the provision of specialist equipment
 - has communication and/or relationship difficulties which continue

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despite differentiated approaches to the curriculum

3) The parents/carers and referring partners of the student will be consulted by appropriate staff, and the views of the student sought.

4) When there is agreement with parents and referring partners that a student may need further support the SENCO/SENO will be consulted, as will the referring agencies SENCO if need be.

5) All information about the student from within the academy, together with any additional information from the parents will be considered.

6) The SENCO/SENO will undertake further assessment of the student as appropriate and may use outside specialists, including the referring agency's SENCO to enhance the provision being made.

7) The SENCO/SENO will facilitate the collection of all available information about the student. Information will be collected from;

- Within the academy, using pastoral systems and identified link staff working in departments and faculties.
- parents/carers and the student
- appropriate outside agencies such as health and social services.

8) The SENCO/SENO will take the lead in planning future support for the student, monitoring and reviewing the action taken.

9) The student's subject and pastoral teachers will be responsible for working with the student on a daily basis and for planning and delivering an individualised programme.

10) The SENCO/SENO will attend review meetings and co-ordinate the planning of an Individual Education Plan (IEP). The SENCO/SENO will also collate SEN student progress and compare with their non-SEN peers and set targets in discussion with appropriate staff.

11) Subject teachers will use their expertise to devise strategies and identify appropriate methods of access to their particular curriculum areas.

12) Where a student is identified as being at risk of disaffection or exclusion the LA's Behaviour Support Plan will be implemented as early as possible. Subsequent IEP's will reflect strategies to meet their needs and show a graduated response to those needs.

13) All staff will be involved in providing further help to students. (Note: For this reason the arrangements for recording IEPs should be planned and agreed with all staff and endorsed by senior management).

14) The IEP will be discussed with the student and parents.

15) The IEP will be reviewed, ideally on a termly basis.

16) Whenever possible the students will take part in the review process and will be involved in setting further targets. If not directly involved, the student's views will be ascertained and considered in any discussion.

Note: One review a year to coincide with a routine Parents' Consultation Evening will be arranged although Footsteps recognises that some parents might prefer a private meeting. The review may be undertaken by a number of staff, i.e. form tutor, pastoral staff and SENCO/SENO.

Many students with SEN will be catered for satisfactorily at by their pastoral tutor and subject teachers. Some will need further assessment and provision. A request for additional advice from external services will be made at this stage. It is anticipated the decision to seek further advice will be taken by the SENCO/SENO in consultation with teaching and pastoral staff, referrers, parents and student.

(Progress may be such that the student is no longer giving cause for concern and can revert to being subject to the usual differentiated curriculum available

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to all students).

Pupil Premium (PP)

The SENCO/SENO will take responsibility for the following arrangements.

- 1) Involving external support services, both those provided by the LA and/or outside agencies, who will advise on a range of provision including new IEP targets and appropriate strategies.
- 2) Specialist assessment arrangements may need to be made and the Education Psychology Service involved at this time.
- 3) The triggers for PP intervention could be that despite receiving an individualised programme, and/or support, the student;
 - continues to make little or no progress in specific areas over a long period of time
 - continues working at National Curriculum levels substantially below that expected of students of a similar age
 - continues to have difficulty in developing literacy and numeracy skills
 - has emotional or behavioural difficulties which substantially and regularly interfere with their learning, or that of the class, despite having an individualised behaviour management programme
 - has sensory and/ or physical needs, and requires additional specialist equipment, and/or regular advisory visits from an outside agency
 - has ongoing communication or relationship difficulties which impedes social development and acts as a barrier to learning.
- 4) The SENCO/SENO, link teachers or subject specialists, literacy and numeracy co-ordinators and external specialists, will consider a range of different teaching approaches and appropriate equipment/teaching materials, including the use of information technology.
- 5) The resulting IEP will set out new strategies for supporting the student`s progress.
- 6) The strategies set out in the IEP will, as far as possible, be implemented in the normal classroom setting and the delivery of the IEP will be the responsibility of subject teachers.
- 7) The arrangements for monitoring progress will be agreed with those who will be teaching the student.
- 8) The SENCO/SENO will ensure that the subsequent review is conducted as before. Parents will be consulted and the students involved in the review process. The outcomes will be recorded on the IEP form and targets will be set for the next review.
- 9) Where the student is consistently achieving targets over time, a decision will be made to revert to the earlier stage of PP.
- 10) If at the review stage the SENCO/SENO and external specialists consider that information gathered about the student is insufficient then, with the parents consent, further information will be sought from other outside professionals.
- 11) The SENCO/SENO will note in the student`s records what further advice is being sought and the support being provided for the students while this is being done.
- 12) The decision by the academy to request a statutory assessment from the LA will be made when the student has consistently failed to reach targets and has demonstrated significant cause for concern in spite of the academy`s best endeavours to make appropriate provision from within the resources available. The decision will be reached in consultation with

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parents and external agencies.

13) The Head of Teaching and Learning/SENCO/SENO will ensure that parents are aware in general terms of the purpose and nature of formal assessment and will inform them that the LA will be writing to them to explain the detailed arrangements. Whenever possible the student will be involved in this process.

Request for a Statutory Assessment

The SENCO/SENO will again take a leading role and will provide information to the referring agency's SENCO who will scrutinise the information provided, including:

- the academy's action through PP
- individual education plans for the student
- records of regular reviews and their outcomes
- the student's health, including a medical history where relevant
- National Curriculum levels
- attainments in literacy and numeracy
- educational assessments from an advisory specialist, support teacher or educational psychologist
- views of the parent and student
- involvement of other professionals
- involvement of the social services or education welfare services

Where there is agreement to proceed, the LA will take the lead in assessing and determining the provision that must be made to meet the student's special educational needs. The academy's role here is to continue to support the student's at PP level. The PP IEP and review form will continue to be used for this purpose.

If the LA decides not to make an Education Health and Care Plan of Special Educational Needs then the student will remain on PP. If appeal procedures are invoked the student will continue to receive PP support.

Education and Healthcare Planed Action

If the LA does make an Education Health and Care Plan, then the academy's role is as follows.

1) The Head of Teaching and Learning/SENCO/SENO will make effective use of any additional resources allocated by the LA to the school to supplement our efforts to meet the student's special educational needs.

2) Short-term targets will be set and reviewed termly. The strategies to meet those targets will be set out in the IEP and should record only that which is ADDITIONAL TO or DIFFERENT FROM the differentiated curriculum.

3) Progress will be more formally reviewed by holding a review meeting at least once each year. The LA will initiate the annual review process by writing to the school.

4) The Head of Teaching and Learning SENCO/SENO will seek;

- written advice from parents and professionals
- ascertain the views of the student
- convene the review meeting
- prepare a review report for the LA

5) Those to be invited are;

- the student's parent/carer
- relevant teacher/s
- representative of the funding LA
- the student, whenever possible
- where appropriate representatives of health and social services, other professionals closely involved and, in the year of transfer to

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further education, SENCO/SENO or representatives from colleges/sixth form colleges etc.

6) The review report is an integral part of the Education and Healthcare Planned Action form and will be copied to parents, LA and other relevant professionals. The report will be sent to the LA no later than 10 days of the meeting or at the end of term, whichever is the earliest.

On receiving the Education Health and Care Plan Action information the LA will review the Education and Healthcare Plan and ascertain whether the provision continues to be appropriate or whether changes are needed. The academy will be able to inform the parents that any changes the LA intends to make to their child's Education and Healthcare Plan will be set out in writing and sent to them.

The Annual Review in Y9 - Transition Plan Review

The annual review of the Education and Healthcare Plan in Y9, and subsequent years, will consider all the same issues as at other reviews but will specifically;

- review the young person's Education Health and Care Plan
- draw up and subsequently review the Transition Plan

The annual review procedure as described above applies with the following additions;

- the referring agency's SENCO will invite the Alternative Agency Service to provide written advice and attend the review meeting. This will enable all options for continuing education, careers and occupational training to be considered.
- a representative of the Alternative Agency Service/Futures Career Service is obliged to attend the review meeting.
- the SENCO will ensure that other professionals such as health are aware of the Y9 review procedures and invited to attend where appropriate
- the SENCO will invite the social services department to attend so that any parallel assessments under the Disabled Persons (Services, Consultation and Representations) Act 1986; the NHS and Community Care Act 1990; and the Chronically Sick and Disabled Persons Act 1970 can contribute to the review process.
- the SENCO will ensure a Transition Plan is drawn up in conjunction with the Alternative Agency Service and school's education psychologist.
- The Transition Plan will be reviewed each year until the student leaves school.
- The young person will be fully involved with this process and their views will be sought and recorded wherever possible. The Alternative Agency Service provides support for all young people aged 13-19. It has a particular focus of supporting students with special educational needs, including those without Education Health and Care Plans. We will consult with the Alternative Agency Service, as appropriate, to ensure that any student with special educational needs receives support with regards to their further education. The student and parents will be fully involved in this process.

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INCLUSION

We are fully committed to the principle of inclusion and the good practice which makes it possible. Our policy, as set out in this document, will enable students with SEN to be an integral part of the Footsteps community.

Regardless of the stage students have reached our emphasis will be upon including them, alongside the other students, in the full range of activities the academy has to offer. This will be achieved by careful consideration of the needs of each student and by either modifying activities or by providing support that will help the student to participate in them. The student will only be withdrawn from normal activities when:

1) The student will benefit from some intensive individual work on a cross curricular skill

2) It is clearly inappropriate, or medical advice indicates that it is unsafe for the student to participate and some alternative has to be arranged.

Neither of the above will compromise the general principle that all students will be able to participate in a broad and balanced curriculum, including the National Curriculum.

INVOLVING PARENTS

The views of parents will be sought at all stages of assessment and provision. Whenever and wherever possible the views of the student will be ascertained and the student will be directly involved in the process. All communication involving decisions about a student will be recorded and dated. Letters to parents regarding decisions about their child will have a section to be signed and returned. Staff will try to get to know the parents of students with SEN and will encourage them to work with the academy in helping their child. Parents and teachers can, by working together, build up a more complete picture of a student and his/her needs. We intend that parents will feel able to ask about our provision and express their concerns to us. In return we will seek their help regarding work that they can do with their child at home. Records will be kept of all who are parents and/or have parental responsibility for each student. When this involves adults in more than one household, we will deal directly with the parent who has day to day responsibility for the student. We will seek to involve all parents and those who have parental responsibility in decisions about their student, while appreciating the sensitivities that may arise.

PARENT PARTNERSHIP SERVICES

The LA has made arrangements to provide independent information and advice on SEN matters to the parents/carers of students with special educational needs. The overall aim of the service is to empower parents to play an active and informed role in their child's education. This includes access to an Independent Parental Supporter.

LEAVING FOOTSTEPS

When students leave us, the SENCO/SENO will forward relevant information about the student's needs and the efforts we have made to meet them. Where a student is moving to another local school or college this will be achieved, wherever possible, by inviting a representative to the last review meeting that is held under the staged procedures described above. We maintain good links with the colleges who receive our students and with the Alternative Agency Service. This is particularly so in respect of students with SEN.

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COMPLAINTS

If students have any complaint about the special educational provision we make, students and their parents/guardians are able to speak to the Chief Executive or the Principal. An investigation will be held. If there is no satisfactory resolution to the matter it will be referred to the trustees for further action leading to a formal complaint.

MONITORING AND EVALUATION

The Governors ensure that SEN provision is an integral part of the academy development plan and will evaluate the effectiveness and success of this policy in the light of the policy objectives detailed under the heading "Guiding Principles". In order to achieve this, Governors will monitor:

- The standards obtained by students with special educational needs. This will be viewed in comparison with other students.
- The number of students with PP and those with Education Health and Care Plans of SEN in each year group.
- The pattern of resource allocation to students at each stage.
- Additional resources allocated for students with "Education Health and Care Plans."
- The level and pattern of help provided at each stage (i.e., average time allocated and the balance of in-class and withdrawal help).
- Case examples selected from all stages of students with special educational needs.
- The views of parents expressed on stage forms and any complaints received.
- The extent to which students' views are reflected on IEP forms.
- Details of visits by specialist teachers, educational psychologists and other agencies.
- Staff views on in-service training opportunities

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