

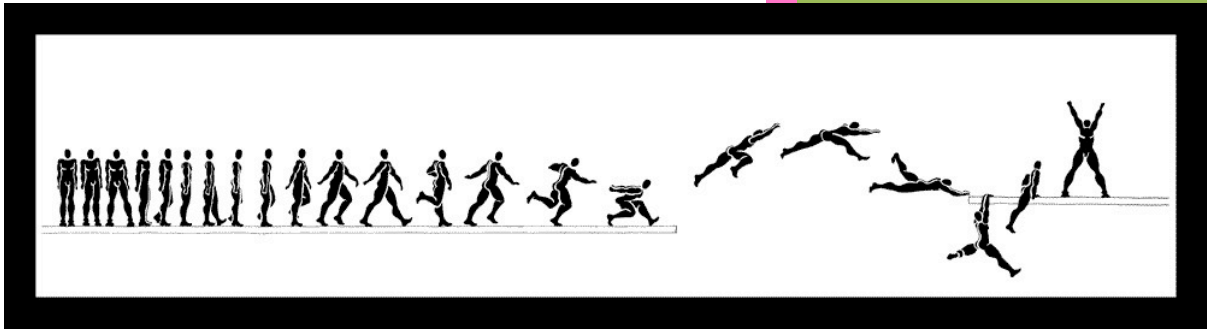


φύσις

Physis [fie-sis] a Greek word meaning the natural energy for growth, change and development.

2017

SEND Policy



Physis Quantum is a specialist provider of exciting and innovative services to Children and Young People in a variety of different settings.

Physis Heathgates

Academy

(Part of The Physis Group)

phadmin@physisgroup.co.uk

This policy is designed and written to be used in conjunction with other Physis policies, as such, all staff are responsible for ensuring they are fully conversant with all relevant company policies and procedures; failure to do so may lead to disciplinary proceedings and dismissal. It is the individual responsibility of every staff member to ensure they seek any clarification required in respect of this policy from their line manager, or the person named at the end of this document, should that be deemed necessary.

The SEND Policy is a key document to support inclusive practice. It outlines our statutory responsibilities and approaches to ensure that all pupils, including those with SEND, can achieve their potential.

At Physis Heathgates Academy, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

‘Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.’

‘Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area ‘.

The specific objectives of our SEND policy are as follows:

- to ensure that the SEND Code of Practice (Jan 2015) is implemented effectively across the school
- to identify students with special educational needs and disabilities and ensure that their needs are met
- to ensure that students with special educational needs and disabilities join in with all the activities of the school
- to ensure that all learners make the best possible progress
- to ensure parents/carers are informed of their child's special needs and that there is effective communication between parents/carers and school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.

The success of the school's SEND policy will be judged against the aims set out above.

Student support works generally on short term intervention with any student who may or may not have SEND on behaviour, interventions such as anger management, support children who may be struggling with the classroom routines emotionally as well as school refusers.

Academy students benefit from a staff team with a wide range of specific experiences and training within aspects of SEND education; staff are trained in NFPS (de-escalation and restraint): behaviour, emotional problems, attendance issues and other general support are all part of the daily working experience of the staff team, and the expertise of the therapeutic and care team from Physis can also be called up on when required. All students have regular sessions with the therapy team as part of their placement at the Academy.

The brief is to look for the obstacles to learning and help the students to overcome them. Students are worked with individually or in small groups of no more than three in a classroom situation and through Outdoor Activities.

Identification and Assessment of special educational needs

Evidence is collected from the previous placements by the Head Teacher. A further range of evidence is collected through the usual assessment and monitoring arrangements. If this suggests that the learner is not making the expected progress, the Head Teacher may consult with the teaching staff, parents/carers and therapy team in order to decide whether additional and / or different provision is necessary. Class teachers also may refer students directly to the therapy team; students may self-refer and/or parents/carers if they feel that the pupil has particular difficulties.

Provision/action that is additional to or different from that available to all will be recorded. The Academy has target setting embedded in its practices as evidenced by the Assessment Policy. Learning support may in addition develop Learner Profiles, which inform staff of strengths, weaknesses, strategies and targets. IEPs, Target setting sheets, Pastoral support plans are also used by Student support. These may also involve consultation and advice from external agencies.

The targets for the pupil and will detail:

- Long, Medium and Short term study planning
- the short-term targets set for or by the pupil
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed

If, despite significant support and intervention, the school has evidence that a pupil is making insufficient progress we may seek further advice and support from outside professionals. These professionals will be invited to contribute to the monitoring and review of progress. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions. For pupils who have Statements of SEN or EHC Plans, in addition to the review of IEPs, their progress and the support outlined in their statement will be reviewed annually and a report provided for the Local Education Authority. If a pupil makes sufficient progress a Statement/EHCP may be discontinued by the Education Authority.

The school will liaise with other appropriate agencies to arrange Transition Plans for students with Statements/EHCP and all other students. When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000

The Academy's complaint procedures are set out in the school prospectus. The child's HT will work closely with LA's/parents/carers at all stages in his/her education and should be the first port of call in case of any difficulty. Parents/Corporate parents of pupils with SEN or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution.

External support services may play an important part in helping the school identify, assess and make provision for pupils with special education needs. E.g.

- The Academy may receive regular visits from the nominated Education Welfare Officer and Educational Psychologist for the area.
- In addition the school may seek advice from specialist advisory teaching services for children with sensory impairment or physical difficulties.
- The speech and language therapist contributes to the reviews of pupils with significant speech and language difficulties
- Multi-agency liaison meetings, with representation from Social Services, Health, and the Educational Psychology Service are held on a termly basis to ensure effective collaboration in identifying and making provision for vulnerable pupils.

A request for help from external services, which includes Student Support will be made following a review by the SENCO and relevant colleagues in consultation with parents.

External support services will see the child in school so that they may advise staff of further strategies and targets, also provide more specialist assessments. These include teacher advisors for Visually Impaired, Hearing Impaired, Mobility training officer and ASD as well as Speech and Language therapist.

Triggers are that despite receiving individualised programme and concentrated support the pupil:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of pupils of a similar age
- Continues to have difficulty in developing literacy and mathematics skills
- Has emotional or behavioural difficulties which interfere substantially with their own learning or that of the class despite having an individualised behaviour programme
- Has sensory or physical needs with requires specialist advice
- Has ongoing communication or interaction difficulties which impede the development of social relationships and cause substantial barriers to learning.

Access Arrangements for Exams

Access arrangements for exams are made by the Exams Officer. Such arrangements may vary depending on the need of the pupil.

Supporting Pupils with Medical Conditions

The Academy has a separate policy which details the management of medication and support for students with medical conditions.

Roles and Responsibilities

The Head Teacher and SENCO have day to day responsibility for ensuring that the school meets the requirements set out in the SEND code of Practice and within this policy. The SENCO also provides guidance and support to the teaching staff when required. The SENCO and Head Teacher have key roles in developing positive partnerships with parents/carers and external agencies in order to fully address the needs of pupils with SEND.

Teachers

Teachers at Physis Heathgates Academy receive regular input from the therapy and care teams. This knowledge is then used to assist classroom and behaviour management as well as their planning and delivery of lessons. Teachers access various training opportunities throughout the year to develop their skills.

Designated Teacher for Safeguarding is Andy Plant (Head Teacher)

SENCO is Mark Wright (Deputy Head Teacher)