



ACET SPECIAL EDUCATIONAL NEEDS (INCLUSIVE EDUCATION)

PHASE	SECONDARY
POLICY LEAD	DENISE RICHARDSON (ACET LEAD ON INCLUSION)
DATE OF APPROVAL BY TRUSTEES	24TH JULY 2017
DATE OF RECEIPT BY LOCAL GOVERNING BODY	OCTOBER 2017
FREQUENCY DATE	ANNUALLY
NEXT REVIEW DATE	JUNE 2018

**This policy is written with regard to the
Special Educational Needs and Disability Code of Practice: 0-25 years
(July 2014)
And Section 19 of the Children and Families Act 2014**

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MISSION STATEMENT

At Aston we are committed to providing high quality learning and teaching, enabling everyone to reach their full potential, whatever their age, ability, gender or ethnicity.

We believe that every person is unique and we work together in an inclusive environment of mutual respect and consideration, valuing everyone's contribution.

Through our partnership with the local and wider community we aim to support our young people in successfully taking their place in society.

All adults in academy have a responsibility to safeguard and promote the welfare of children.

With your commitment we will make a difference.

‘Aston Academy aims to be part of a CARING COMMUNITY by PROVIDING EVERYONE with the opportunity to fulfil their potential in life, whatever their age, ability, gender or ethnicity’ Our commitment is to equip young people to achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood and take their place in an ever changing society.

1. Objectives

It is the objective of the academy to provide an inclusive educational environment for each student with the opportunity to fulfil his/her potential using best endeavours to secure special educational provision.

We therefore believe that: -

- All teachers have high expectations of student with SEN, including a commitment to ensuring they can achieve their full educational potential.
- All teachers deliver high quality provision to meet the needs of children and young people with SEN.
- We operate a zero tolerance policy on bullying.
- We identify and assess students with SEN as early as possible and provide a flexible and staged structure of provision to meet all identified needs.
- We collaborate with education, health and social care services to provide resources to meet the needs of students.
- Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.
- All staff develop their awareness of special educational needs and focus on inclusive practice to remove barriers to learning with access to a broad, balanced yet relevant mainstream curriculum which is differentiated to ensure continuing progress.
- All students with SEN to be actively involved in the decision making process and be allowed to express their views, wishes and feelings. These views will be taken into account when planning their curriculum giving them greater choice and control.
- Parents/Carers to be involved as partners in the education of their children and provided with the information and support as necessary to enable participation in decision making.
- All children and young people have rights (The Children's Act 1989 and Equality Act 2012) to ensure that children and young people with SEN engage in the activities of the academy alongside students who do not have SEN.
- All students should be valued equally as individuals taking into consideration other factors which contribute to learning, behavior, wellbeing and state of mind.

2. Responsibility for the Co-ordination of SEN Provision

The qualified teacher designated as SEN Coordinator (SENCo) for the academy is Mrs. Gwynneth Watson. The SENCo works closely with the Assistant Headteacher (Inclusion)/ACET SENCo Mrs. Cheryl Barquero. The named governors for SEN are Mrs. Jane Ford and Mr. Iain Somerville. The SENCO is responsible for:

- Determining the strategic development of SEN policy and provision within the academy
- Day-to-day responsibility for the operation of the SEN policy and co-ordination of specific provision to support students with SEN, including those who have Education, Health and Care plans (EHC) plans
- Providing professional guidance to colleagues on the graduated approach to providing SEN support and working closely with staff, parents and other agencies together with an awareness of the provision in the Local Offer.
- Advising on the deployment of the academy's delegated budget and other resources to meet students' needs effectively.
- Ensuring that the academy keeps the records of all students with SEN up to date.
- Liaising with parents/carers of students with SEN
- Liaising with the local authority (LA) and its support services, other academies, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Liaising with potential next providers in education for a smooth, planned transition.
- Liaising with the Local Governing Body via the named Governors for SEN and the relevant Designated Teacher where a looked after child has SEN.
- Working with the Principal and Governors to meet the academy's responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

Experience and Qualifications of SEN Staff

G Watson
SENCo
PGCE in Human Movement Studies and Biology
BA (Hons) Sports Studies and Biology
Post Graduate Certificate in Special Educational Needs
(National award in Special Educational Needs Co-
ordination)
30 years teaching experience

C Barquero
Assistant
Headteacher
(Inclusion)
ACET SENCo
QTS
BA (Hons) English Language and Literature
Post Graduate Certificate in Special Educational Needs
(National award in Special Educational Needs
Co-ordination)
Certificate of Competence in Psychometric Testing,
Assessment and Access Arrangements
Certificate in Counselling
7 years teaching experience

L Morgan
Closing the Gap
Coordinator
PGCE in Secondary Education
BA (Hons) English and American Literature
9 years teaching experience

B Sutcliffe
Key Stage 4
QTS
BSC (Hons) in Physical Education
11 Years teaching experience

3. Arrangements for Co-ordinating SEN Provision

The academy intends that:-

- (i) Having considered all the information gathered from within the academy about a student's progress alongside national data and expectations of progress, each teacher together with the SENCo, will make the decision whether to make special educational provision.
- (ii) The SEN Governor will meet with the SENCo to discuss policies and procedures for meeting the needs of students. Outcomes will be shared at relevant ACET Local Governing Body meetings.

4. Overview of the SEN Information Report

The Local Governing Body has published information on the academy website for students with SEN. This includes;

- The kinds of SEN which are provided for
- Identification and assessment of children and young people with SEN
- Arrangements for consulting parents/carers of children and young people with SEN
- Arrangements for consulting children and young people with SEN
- Arrangements for assessing and revising progress towards outcome
- Arrangements for supporting children and young people in transition
- The approach to teaching children and young people with SEN
- How adaptations are made to the curriculum and the learning environment of children and young people with SEN including access
- The expertise and training of staff to support children and young people with SEN
- Evaluating the effectiveness of provision made for children and young people with SEN
- How children and young people with SEN are enabled to engage in activities within the academy
- Support available for improving emotional and social development
- How the academy works with other bodies
- Arrangements for handling complaints for children and young people with SEN
- Funding

5. Complaints Procedure

The local governing body will make efforts to ensure that anyone who wishes to make a complaint including a complaint in relation to children and young people with SEN, whether they have EHC plans or not, is treated fairly, given the chance to state their case, provided with a written response, and informed of their appeal rights.

Any parents/carers who wishes to discuss or make observations about the Special Needs provision for their son/daughter at Aston Academy should: -

- a) Telephone or make an informal appointment to see the SENCo who will review the situation and arrange for it to be discussed within 5 working days of the complaint being made.
- b) If the parent remains dissatisfied the complaint should be submitted formally in writing to the Principal who will investigate the complaint and arrange a discussion within 5 working days.
- c) Parents/carers have the right to complain: -

- i) To the Chairman of the Local Governing Body via the academy (Tel. 0114 2872171) or the Principal.
 - ii) To the LA, Mrs J Parkin (Tel. 01709 382121), Special Educational Needs Section.
- d) If a parent/carer is still not satisfied they can complain to the Education Funding Agency acting on behalf of the Secretary of State.

Ofsted can consider complaints about the educational provision of the academy (not individual cases) when a complainant has tried to resolve the complaint through the academy's own complaints procedure.

If the complainant remains concerned following the local complaints procedure, he or she could ask the Department for Education's Academy Complaints Unit to take up the matter.

This policy is reviewed annually and should be read in conjunction with the academy's;

Access plan
Child Protection and Safeguarding policy
Children in Public Care policy
Equality policy
SEN Information Report