



Wise Academies SEN Policy

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Information regarding the SEND Policy

Section 1 - Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (June 2014) and has been written to the following documentation:

- Equality Act 2010: advice for schools DFE 2013
- SEND Code of Practice 0-25 (June 2014)

Section 2 - Rationale

WISE Academies values all pupils equally and celebrates their differences. We are committed to providing high quality learning experiences, which are enjoyable and appropriate to all the children attending our settings. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is inclusive.

“To ensure that all pupils have the chance to succeed, whatever their individual needs and the potential barriers to their learning may be.”

The National Curriculum, DfEE and QCA (1999:3)

We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Section 3 - Definitions

Special Educational Needs

A child or young person has special educational needs if he or she:

- “has significantly greater difficulty in learning than the majority of others of the same age” or
- “has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools.”

(SEND Code of Practice 0-25 June 2014)

Disability

Those with a disability are defined under the 2010 Equality Act as those who have a “physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.”

This includes children with sensory impairments such as with sight or hearing, and long-term medical conditions such as epilepsy and cancer. A child with a disability does not necessarily have SEN.

SEN Provisions

Specialist provision is matched to the child's identified special educational need.

The areas of need being:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health difficulties
- Sensory and Physical needs

Categories of Special Educational Need

Under the 2014 Code of Practice there are two categories of Special Educational Need, SEN support, which replaces School Action and School Action Plus, and those children who have an Education, Health and Care Plan (EHCP), which will replace a Statement of Special Educational needs.

Section 4 - Objectives of the SEN Policy

1. To identify and provide for pupils who have special educational needs and additional needs through early identification and effectively gathering information.
2. To monitor the progress of all pupils in order to aid the identification of pupils with SEN.
- 3.. To make appropriate provision for all learners to enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence.
3. To provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.
4. To promote independence, equality and consideration for others.
5. To ensure we that we celebrate the wide range of our students' achievement.
6. To create a welcoming atmosphere for parents.
7. To work within the guidance provide in the SEND Code of Practice, 2014
8. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
9. To provide a Special Educational Needs Co-ordinator(SENCO) who will work with the SEN Inclusion Policy

10. To provide support and advice for all staff working with special educational needs pupils
11. To involve parents/carers at every stage in plans to meet their child's additional needs.
12. To involve the children themselves in planning and in any decision making

that affects them.

Section 5 - Arrangements for coordinating SEN provision

1. The SENCO will meet with each class teacher at least twice a year to discuss progress, additional needs concerns and to review IEPs.
2. At other times, the SENCO will be alerted to newly arising concerns through analysis of assessment results, decisions will be made about the next steps for identified children.
3. Reviews of children on the SEN register will be regular, the progress they have made will be considered and a decision about their next steps will be made.
4. The SENCO, together with the Head teacher and Senior Management Team, will monitor the quality and effectiveness of provision for pupils with SEN through classroom observation and book scrutiny.
5. SEN support for children will be delivered by class teachers through
6. Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

Identification and Assessments Arrangements, Monitoring and Review procedures

Section 6 – Identification

A graduated approach: 'Every Teacher is a Teacher of SEN'.

Quality First Teaching: 'The baseline of learning for *all* pupils'.

Identification of SEN children uses the definition given in the Code of Practice 2014 which describes the 4 broad categories of need (Pg. 86 onwards in the SEND Code of Practice, 2014 details these categories.) The four broad areas (Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health difficulties and Sensory or Physical Needs, give an overview of the range of needs that should be planned for.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person. At WISE Academies we aim to identify these needs as they arise and provide teaching and learning contexts, which enable every child to achieve to his or her full potential

We are committed to the early identification and intervention of children who may have SEN. The class teacher will work closely with the parents / carers to identify areas of concern and the school will begin the process of gathering information and trying out intervention strategies.

Other ways to identify children include:

- Results of Baseline Assessments
- SATs/Interim SATs and internal tracking procedures.
- PIVATS Assessments (Performance Indicators for Value Added Target Setting)
- Results of screening/diagnostic tests administered within school.
- Teaching observations made and recommendations from school staff.
- Cognitive Attainment Tests or Diagnostic Tests carried out by Educational Psychologists or Support Agencies.

If a teacher has concerns regarding a child's progress or needs, the stages below should be followed.

1. Discuss their concerns with the SENCO and review strategies already being used to teach the child.
2. Consult the child's parents for further information.
3. Gather relevant information
4. Identify specific concerns and collect relevant evidence to support these (complete an SEN electronic chronology for 3-4 weeks – review date to be set with SENCo) Monitor the child's progress closely, differentiating work when appropriate.
5. Interventions have had a positive impact – continue to monitor OR interventions have had little impact and a underlining barrier to learning has been identified so the child is placed on SEN Support.

Section 7 – Provision

At WISE Academies we believe that high quality teaching, differentiated for individual pupils, is the first step to responding to SEN pupils. Teachers are responsible and accountable for the progress and development of all children, including where pupils access support from teaching assistants or specialist staff.

Provision for SEN Support

After a period of monitoring a child will be identified as needing SEN support by the SENCo in consultation with parents, teachers and where appropriate the

child.

Children will have provision for their common needs in a small group as well as some individualised support for their more unique needs. The group may be

taught by the class teacher and supported by a TA. The responsibility for planning for these children remains with the class teacher, in consultation with the SENCo. Provision will be incorporated into short term planning through differentiation. In order to ensure a relevant curriculum is being provided monitoring will be carried out on a daily basis by all those involved with the child. Significant achievements and difficulties will be recorded on short –term plans.

Provision at this level always includes the involvement of specialist services. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

Education, Health and Care Plans

If a pupil's needs are so significant that they have made little or no progress at SEN Support, a request for an EHCP may be made following a full formal review held with all those involved with the pupil, including parents and other professionals. If all at the review agree the form will be completed, signed and submitted with minutes to be discussed by the Local Authority Special Needs Panel, along with reports from the specialists involved.

Once a final Education, Health and Care Plan has been issued, the Headteacher in conjunction with the SENCo, staff involved, parents and (where possible) the pupil, will discuss the type and amount of support to be given. A child who has a Education, Health and Care Plan will continue to have arrangements as for SEN Support pupils, and additional support that is provided using the funds made available through the Statement. There will be an Annual Review, chaired by the SENCO, to review

Individual Education Plan (IEP)

“Provision should be based on a shared perspective and should build wherever possible on mutual understanding and agreement.”

The SEN Code of Practice, DfES (2001:141)

An IEP is drawn up by the class teacher, SENCO, parents and external agencies to provide consistency of expectations for the child and to target areas of particular difficulty.

All plans will be drawn up using the graduated approach outline in the Code of Practice 2014. it is a:

“four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child’s needs and of what supports the pupil in making good progress and securing good outcomes.”

SEND Code of Practice 0-25 2014

This process will start with **assessing** the need of the child using the information that has been gathered. Then a **plan** will be drawn up identifying the targets and interventions that will take place, as well as the expected impact on progress. The class teacher will ‘do’. At the end of the agreed time the impact should be **reviewed** and then the process will start again.

For those with an EHCP the local authority must review the plan a minimum of every 12 months.

Section 8 - Monitoring and Review of Provision

Monitoring of progress of all children with Special Educational Needs will be carried out with reference to assessment data (each ½ term), by the Senior Management Team under the leadership of the Head Teacher. Monitoring of day-to-day progress of children will be carried out by the class teacher and used

to inform future differentiation within whole class planning.

Section 9 – Responsibilities

In WISE Academies we believe in a shared approach. Outlined are the responsibilities of stakeholders.

Responsibilities of the SENCo :

- Co-ordinating provision for those children with SEN in line with the school’s SEN policy.
- Ensuring liaison with parents and other professionals in respect of children with SEN.
- Advising and supporting all staff within the school setting, including signposting staff to appropriate CPD.

- Ensuring that appropriate recording and assessment of provision and its impact is in place.
- Ensuring that relevant background information about children with SEN is collected, recorded and updated.
- Monitoring the effectiveness of provision for children with SEN
- Regularly review the SEN register (termly)
- Attend pupil progress meetings where relevant to discuss issues and actions
- Attend reviews and complete relevant paperwork

Responsibilities of the Governing Body :

- Determining the school's general policy and approach to provision for children with SEN.
- Establishing appropriate staffing and funding arrangements.
- Appointing a governor with special responsibility for SEN to monitor closely the school's work on behalf of SEN.
- Ensure that the SEN policy is available for inspection by parents on request.

Responsibilities of the Head Teacher :

- Managing all aspects of the school's work, including provision for those children with SEN.
- Keeping the Governing Body fully informed.
- Working closely with the school's Special Educational Needs Co-ordinator (SENCO).

Responsibilities of teaching staff

- Ensure all children receive equal time with teachers and support staff.
- Begin an evidence trail when a pupil's progress or development begins to concern them, this should be done on the electronic chronology sheet.
- Maintain day-to-day recording and assessment for pupils with SEN.
- Be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN.
- Be involved in the development and implementation of the school's SEN policy.

Responsibilities of non-teaching staff

- Liaise/plan with teachers and SENCo for the provision of pupils with SEN.

- Report on provision and progression of pupils.
- Contribute to a child's electronic chronology.
- Maintain records of interventions and feedback relevant information to class teacher to take children's learning forward.

Role of Child and Family Liaison Manager

- Share relevant information regarding children on SEN register with SENCo
- Consult with Head teacher and SENCo regarding referrals to external agencies.

Role of parents

With reference to the Lamb enquiry (2009) we would hope that parents will be willing to work in partnership with the school and support their children.

- To liaise with key staff including the SENCO and class teacher as appropriate
- To attend relevant reviews and contribute to the evaluating and setting targets for their children.
- Contribute to meetings by completing relevant paperwork

Role of the pupil

At WISE Academies we endeavor to seek the 'pupil' voice of children with SEN. We support them in evaluating their provision and contributing to setting targets for improvement.

Section 10 - The School's Arrangements for SEN and Inclusion In-Service Training

Support and Aspirations highlights the importance of staff being well equipped to support children with SEN:

"Depends on every teacher having excellent knowledge and skills"

DfE (2011: 59)

Meeting additional needs and inclusion issues are targeted each year through the school's long-term goals and the School Development Plan.

In-Service training and individual professional development is matched to these

targets. In-house additional needs and Inclusion training is provided through staff meetings by the SENCO. All staff have access to professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified either at an individual pupil or whole class level. Support staff are encouraged to extend their own professional development and the management team ensure tailor-made training where this is appropriate.

Collaborative Working

Section 11 - The use made of teachers and facilities from outside the school, including support services

For successful provision and inclusion for all children collaboration between agencies is key as identified by the government in Support and Aspirations, it advises we must;

“Encourage innovative and collaborative ways of providing better support for children”

DfE (2011:93)

The SENCO liaises frequently with a number of other outside agencies for additional support for children, we can obtain support from:

- Social Services
- Education Welfare Service

- School Nurse
- Health Visitors (Early Years)
- Paediatrician
- GP (doctors)
- Speech and Language Therapy
- Child and Adolescent Mental Health Service (CAMHS)
- Autism Outreach Team
-
- Behaviour Improvement Team (Key Stage One and Two)
- Physiotherapy
- Occupational Therapy

Parents/carers are informed if any outside agency is involved.

Section 12 - Arrangements for partnership with parents/carers

Advice from the current government highlights the importance for effective relationships between schools and parents, they are also giving greater control to parents over the education of their children. At WISE Academies we recognise

the importance of strong relationships with parents and this is something we strive to achieve.

Staff and parents/carers work together to support pupils identified as having additional needs.

At WISE Academies strong links with parents/carers begin in the early stages of a child's school career, staff in the Foundation Stage partake in home visits which provide opportunities to meet the children and discuss any concerns parents may have. Home visits also allow staff to prepare for children with SEN entering the setting and adapt provisions and planning accordingly.

Parents/carers are involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs, the SENCO will also be present at this meeting.

At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make

suggestions as to how parents/carers can help at home, these are specific and achievable and try to ensure that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

IEP targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All IEPs and reviews will be copied and sent to parents/carers after meetings.

Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers will also be invited to work alongside pupils in the classroom where this is appropriate.

Parents/carers' evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.

Working with disabled parents/carers

WISE Academies recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers activities. We also make sure that we hold parents/carers meetings in areas that are accessible.

Section 13 - Links with other schools/transfer arrangements

Reception staff will meet with staff from the nursery prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCO after this meeting. Where necessary the SENCO will arrange a further meeting.

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENCO will telephone to further discuss the child's needs.

We have close links between the schools within WISE Academies which allows staff to share resources and expertise to ensure all children are supported appropriately.

Where children attend additional provisions, such as the Severe Language

Impairment Unit or Key Stage One Behaviour unit, the SENCO and class teachers ensure regular communication to provide a consistent approach to

education.

Section 14 - Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations

Our schools regularly consult with health service professionals. Concerns are initially brought to the attention of the school nurse by the SENCO, and referrals will be made as appropriate. We recognise children with SEN are more vulnerable to abuse and exploitation.

Social Services and the Education Welfare Service will be accessed through the Social Services Team desk or the visiting education welfare officer as appropriate. Class teachers will alert the SENCO if there is a concern they would like discussed.

There are many voluntary organisations supporting SEN. The SENCO maintains an up to date list. Parents/carers will be given details of these groups on request or as appropriate.

Section 15 - Pupil Voice

At WISE Academies we will continue to work towards positive pupil involvement in decision-making related to their development. Most children have their own views on how they see their special needs which may give insight into the

problems experienced by both pupils and teacher. From an early age, children with SEN should be actively involved at an appropriate level in discussions about their IEP's, including target setting and review arrangements and have their views recorded. Children should be encouraged to share in the recording process and in monitoring and evaluating their own performance so that every achievement is given a sense of worth, developing confidence and self esteem. As all children are working towards setting achievable targets for themselves within the class then this can only be viewed as a natural extension.

WISE Academies encourages the inclusion of all children in consultation groups such as the school council and the Eco-Team.

We aim to include children in their target setting and encourage and support them to take an active part in their reviews, through preparation, and making the information and meeting itself accessible and unthreatening.

Section 16 - Reporting to the Local Governing Body

The SENCO will provide information to the Local Governing Body as to the numbers of pupils receiving special educational provision through School Action, School Action Plus and Statements as well as any pupils for whom a Statutory Assessment has been requested. The number of pupils transferring to or from each type of provision will be noted. The Associate Head Teacher will report on any whole school developments in relation to inclusion, at the same time, and will ensure that members of the Local Governing Body are kept up to date with any legislative or local policy changes.

Additional Arrangements

Section 17 – SEN Information Report

The Code of Practice 2014 states that each school should have a SEN Information Report and this must be published on their website.

This will include

- the kinds of SEN provided for
- policies for identifying SEN
- arrangements for consulting with parents
- arrangements for consulting with young people
- arrangements for reviewing and assessing progress towards outcomes
- arrangements for supporting children
- adaptations to the curriculum
- the approach to teaching children with SEN
- staff expertise

- how the school involves other bodies

Section 18 - Admission arrangements

Children with additional educational needs are considered for admission to WISE Academies on exactly the same basis as for children without additional educational needs.

Prior to starting WISE Academies, parents/carers of children with a Statement of SEN or Statement pending will be invited to discuss the provision that can be made to meet their identified needs.

Section 19 - Incorporating disability issues into the curriculum

The PSHE curriculum includes issues of disability, difference and valuing diversity.

Reading resources are regularly reviewed to ensure they include texts that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of Disabled People as they become available.

Opportunities to teach the children Makaton signs e.g. for signed singing, are optimised.

We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy. We also try to make sure we have positive images of disabled children and adults in displays, resources etc.

Section 20 - Resources

WISE Academies is fortunate in having a number of reading schemes and children are encouraged to read a wide variety of books (fiction and non-fiction). It is very important that all children are given as much opportunity as possible to be involved in the selection of their own reading material as well as the support of a structured scheme. Some children may benefit from using a multi-strategy approach with their reading and some ICT programs, such as Lexia are used to target specific needs. Each class has their own library with a selection of books and there is a central resource of leveled books available for guided reading sessions.

All classrooms hold some resources and differentiated materials at different

levels matched to ability. Advice is always available from the SENCO, subject leaders or support teacher/TA's.

Section 21 - The Use of Information Communication Technology

ICT is a very useful tool for all children, but can be an invaluable resource for a child with learning difficulties. Once again, peer group or independent use is encouraged. Word processors and specific programs are used in all areas of school as are a selection of additional resources such as Coomers for shared reading and cameras to aid recording.

Section 22 - Evaluation of Success

Evaluation of the success of this policy requires evidence of:

1. Increased parental and pupil involvement.
2. Careful monitoring of targets achieved against those set in the IEP.
3. Early identification of SEN.
4. Improvement in standards of achievement by individual children as determined by formal and informal assessment.
5. Staff/Local Governing Body member development with In-Service training.
6. Further developing links with other schools and agencies and within the community.
7. Increased points scores KS1 to KS2

Section 23 - Data Protection

Under the Data Protection Act, we must:

- Only collect information that you need for a specific purpose;
- Keep it secure;
- Ensure it is relevant and up to date;
- Only hold as much as you need, and only for as long as you need it; and
- Allow the subject of the information to see it on request.

Section 24 - Complaints Procedure

Parents/carers are asked to speak to the class teacher, SENCO or the Associate Head Teacher in the first instance. If the matter is not resolved then parents should contact the SEN Governor or the Chair of Local Governing Body in writing. If following this action the matter remains unresolved then subsequent recourse can be taken through the Local Authority.

APPENDIX 1: TOP UP FUNDING ARRANGEMENTS AT WELBECK ACADEMY

What is Top Up Funding?

Children who receive SEN support may require greater specific interventions or support for a range of complex needs or a specific need/difficulty, which is above that provided for other children. This may include 1:1 support or specific specialist resources which are individual to the child's level of SEN.

Top Up funding can be requested from the Local Authority once the level of costed provision reaches more than £6,000. Applications must be completed and submitted to a panel, which meets termly. The application must include the following dated within the last twelve months:

- Parents' views
- Pupil's views
- Chronology of input from Educational Support Services (e.g. Educational Psychology, SENTASS)
- Costed current provision map
- Costed planned provision map
- Reports from other agencies and professionals
- IEPs and Review notes
- Detailed information about the child's needs
- Progress over time

The funding is usually allocated for a set period of 1 or 2 years and then requires reapplication if the provision needs to continue.

Applications can be made for an increase to the funding allocation, but this must be submitted with the new information relating to the required increase as well as the listed documents above.

Where funding is not able to meet the child's needs for example in exceptional circumstances, unexpected changes in circumstances or where the child is unable to access mainstream education fully despite this additional support, it is usual that an request for a statutory assessment/EHCP is made to consider the best method for meeting the child's needs.

Provision for Top Up Funding

The provision for a child in receipt of Top Up funding varies and is individual to each child. The costed current and planned provision maps included in the

applications show how the funding is being and will be used. The range of provision can include:

- Adult support for supervision, everyday routines (toileting, climbing stairs, eating), behaviour support, specific curriculum areas and delivery of SEN programmes.
- I.C.T. resources including software and hardware e.g. key boards, enlarged

monitors..

- Motor resources e.g. sloping board for writing, adapted scissors, adapted chair, motor co-ordination programme.
- Training for staff supporting the child (this can include medical training delivering medication).
- Access to specialist provisions e.g. assistance with transport costs to access off-site provision which is also included in the costing.
- Specialist services, agencies and resources specific to a particular need/difficulty e.g. Behaviour Support Services.
- Transition support for moves to Secondary School.

The provision in this case is individual to the child and is monitored carefully to ensure the needs of the child are met.

APPENDIX 2: WELBECK ACADEMY SPEECH AND LANGUAGE ADDITIONALLY RESOURCED CENTRE PROVISION: POLICY AND GUIDELINES

WELBECK ACADEMY SPEECH AND LANGUAGE ARC PROVISION

Welbeck Academy Additionally Resourced Centre (ARC) for Speech and Language is one of two in the city. The ARC has 16 places for children aged between 4-11 years. The pupils come from all areas of the city. If they live more than 2 miles from the ARC may offer transport to and from school by taxi or minibus.

Pupils are recommended for a place in an ARC if their speech and / or language difficulties are having a negative impact on their ability to learn in a mainstream class. Most pupils will have already received 2 terms-worth of intensive support from the Newcastle Speech and Language Team, but some pupils are 'fast tracked' to the ARC because of the complexity of their difficulties.

The child's mainstream school applies for an ARC place and each pupil's needs are discussed at an ARC panel that meets every half term. Those pupils with the greatest need get priority.

The remit of the Speech and Language ARC is to provide intensive speech and language work integrated into the school day, with specialist and differentiated teaching in all subject areas to enable each child to access the curriculum successfully. The Speech Therapist and the teachers work closely and this means that there is a high degree of carryover of therapy aims into classroom life.

The pupils will have non-verbal ability broadly within the average range for their age, but a wide variety of difficulties with speech and language. These include:

- Difficulties with inter-personal social skills

- Difficulties with language comprehension
- Difficulties with grammar
- Difficulties with word-finding and sequencing
- Difficulties with articulation of speech sounds
- Difficulties with Speech sound use (Phonology)

- General difficulties with language processing

In addition, our pupils often have some difficulty with fine and gross motor skills, attention and listening, memory and literacy.

Pupils usually attend full-time at first and then may go on to do a split placement with their mainstream school. This keeps them in contact with their mainstream friends and allows their mainstream school to watch their progress. They return full time to mainstream school when they can cope with the demands of the curriculum there. During the first two terms in the ARC, children are dual registered with their mainstream school being the main school of registration.

There is a secondary Speech and Language ARC at Kenton School and some of our pupils go on to attend there, particularly if their difficulties were not addressed until they were in Years 5 and 6, or if they have persistent and severe language comprehension or speech difficulties that require further speech therapy.

POLICY FOR INTEGRATION OF ARC CHILDREN INTO MAINSTREAM.

RATIONALE

The Code of Practice (COP) for Special Educational Needs (SEN) states that where appropriate, the vast majority of children with SEN will be able to have their needs met within mainstream education whilst also recognising that others will require additional help.

The children attending Welbeck Speech and Language ARC have been identified as pupils who are having difficulty accessing a mainstream curriculum because of their speech and language difficulties. An ARC placement offers the opportunity to provide a high level of support for an extended period of time, differentiated according to individual needs. Many of the children have other difficulties that may or may not be associated with their speech and language difficulties, and these also need to be addressed. Such children need a structured learning environment with specialised teaching in conjunction with speech and language therapy.

CURRENT PRACTICE

WITHIN WELBECK ACADEMY:

All ARC pupils share playtimes, assembly, P.E., lunchtimes and school events with the mainstream school. In addition, pupils may also be given the opportunity for mainstream integration within Welbeck Academy for particular subjects. To ensure that mainstream integration is appropriate for a particular child, several points need to be considered:

- How will integration into mainstream at Welbeck benefit this particular child?
- Is the purpose of the integration aimed at the academic, physical or emotional and social needs of the child?
- Does the child have the appropriate language skills to access this aspect of the mainstream curriculum?
- How will integration affect the balance of the ARC curriculum?
- How does the child feel about going to mainstream lessons?
- Do the child's parents support the initiative?
- Is there an appropriate place in mainstream to meet this child's needs?

WITHIN THE LOCAL MAINSTREAM SCHOOL:

Welbeck ARC recognises that each pupil has come from a local mainstream school where they have had the support of siblings and age appropriate peers. We aim from the start to maintain close links with each child's mainstream school in order to facilitate a partnership that will ensure a smooth transition back there as soon as possible.

We strongly advise that pupils should attend the ARC full time at first, but at a subsequent termly review, the decision might be made to move to a part time ARC place, usually a return to mainstream for one day per week over an extended period. The purpose of the part time place might be for one or more of the following reasons:

- To maintain social links with friends and siblings,
- To give the ARC pupil access to good language models

- To allow the mainstream school to assess the pupil's suitability for a return full time
- To allow the pupil to adjust to mainstream life slowly and confidently.

The mainstream SENCO and / or class teacher will be invited to each termly review and if they are unable to attend, the paperwork from the review will be

sent to them.

CURRICULUM POLICY

CONTEXT

Welbeck Academy Additionally Resourced Centre (Speech and Language) is an integral part of the mainstream school. There are 16 pupil places in the ARC and these are organised into two classes. The ARC is staffed by an ARC Leader, two teachers, one Nursery Nurse and one Speech and Language Therapist.

POLICY STATEMENT

The Speech and Language ARC aims to provide its pupils with a broad and balanced curriculum that takes into account and addresses their speech and language difficulties and the additional and associated barriers to learning that often accompany them, such as dyslexia, motor co-ordination, hearing or visual difficulties.

THE CURRICULUM

1.English and Maths

Pupils are taught in small groups according to their individual needs and learning styles, and there is the opportunity for 1:1 teaching and support.

They are taught in a manner and at a pace to suit their particular speech and language difficulties.

Work is differentiated according to individual needs. There is also the opportunity for whole class group teaching where both ARC classes are taught together when appropriate.

2.Foundation Subjects

Foundation subjects are taught using an Enquiry-based cross curricular approach that is similar to that followed in the mainstream classes, modified to suit the language and learning needs of the ARC pupils. Enquiry is taught on a 2-year cycle, to take into account the fact that pupils may remain in the same class for up to three years.

3.Speech and Language

Speech and Language Therapy is an integral part of the school day and is delivered within/outside of the classroom on an individual, small group or whole class basis as appropriate. The definition of 'therapy' is a broad one

and encompasses individual programmes of work, group language skill sessions, work on listening and attention, social skills activities and some partnership in delivering the curriculum, such as teaching one of the phonics groups. The Speech and Language Therapist also offers consultation and advice to the teaching staff.

4. Physical skills

Pupils with speech and language difficulties often have associated difficulties with fine and gross motor co-ordination, sequencing and organisation. The ARC provides additional opportunities for developing these skills through targeted work 1:1 and in small groups as well as providing a mainstream P.E. curriculum including gymnastics, ball skills, dance and swimming.

MONITORING AND PROGRESSION

All the ARC pupils are assessed each half term to monitor progression in the following areas:

- Reading
- Writing
- Maths

In addition, they are assessed by the Speech and Language Therapist using a variety of assessments according to the nature of their language difficulties. Speech assessments are usually carried out every half term, whereas language assessments can only be re-visited every 6 months.

Specialist assessment by Occupational Therapy, the Visually Impaired Service or the Hearing Impaired Service happens in individual cases and is usually timed to coincide with review meetings.

All pupils receive reviews once per term, to which parents, mainstream school staff and involved professionals from outside agencies are invited. At the review, progress is discussed, IEP targets are set and discussed and school placement is reviewed in the light of progress made.

The ARC staff recognise that progress through the curriculum will not necessarily be linear. Each pupil's unique cluster of difficulties will have a significant impact

upon their progress in many curriculum areas, in particular with phonics and literacy. Academic progress should always be seen in the context of each pupil's

communication difficulties. Marked discrepancies in ability between different curriculum areas are common; many pupils have age-appropriate skills in subjects such as maths, I.T. music and art.

The ARC staff also recognise the value of positive learning experiences, raising self-esteem and celebrating success. Pupils are encouraged to support and befriend one another, to co-operate, to share and to learn how to win and lose. The hope is that pupils return to their mainstream school more confident, articulate and socially able, as well as being better equipped to learn.