

TBAP Inclusion/SEN Policy

2016-7



TBAP Inclusion/SEN Policy

This policy has been developed in accordance with the SEN Code of Practice 2014 and in line with the following:

- The Children and Families Act 2014
- The aims of the TBAP Trust
- The Equality Act 2010
- The TBAP Trust's Equal Opportunities Policy
- The TBAP Trust's Accessibility Policy
- Ofsted Section 5 Inspection Framework January 2014
- Ofsted SEN Review 2010 "A Statement is not enough"
- Education Act 2011

The Inclusion/SEN Policy is written for, and by, the whole TBAP community: staff, learners, parents/carers and the Board. It is designed to be a working document.

'I think Inclusion is a group of people who welcome you and make you part of a group....a group of people who are together, no one is left out....making sure people stay in the school system....it means that I can finally concentrate on my studies'- CSS Portobello Learners.

1. Definition of Special Educational Needs (SEN)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have significantly greater difficulty in learning than the majority of others of the same age: or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post-16 institutions.

A child under compulsory school age had special educational needs if they fall within the definition at (a) or (b) or would do so if special educational provision was made for them.

Children must not be regarded as having a learning difficulty solely because the language of form of language of their home is different from the language in which they will be taught.

2. Broad Areas of Need

The Code of Practice 2014 identifies four broad areas of need **communication and interaction, cognition and learning, social, emotional and mental health and sensory and/or physical**. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

(See appendix 1 for a detailed breakdown of the four broad areas of need).

3. Principles and Objectives

The TBAP community is fully committed to inclusion and we aim to achieve maximum inclusion of all learners whilst meeting their individual needs.

TBAP and its Board are committed to the following aims:

- To ensure full entitlement and access for all Learners to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem
- To educate young learners identified as having SEN/Additional Needs wherever possible, alongside their peers within the mainstream curriculum, having given due consideration to the appropriate wishes of their parents/carers and the necessity to meet individual needs
- To identify and assess learners with SEN/Additional Needs as early and thoroughly as is possible
- To fully involve parent/carers and learners in the identification, assessment and delivery of SEN/Additional Needs provision and to strive for close co-operation between all stakeholders
- To meet the needs of all learners experiencing SEN/Additional Needs by offering continual and appropriate forms of educational provision by the most efficient use of all available resources
- To remove the barriers to learning and participation that hinder or exclude Learners with SEN/Additional Needs
- To provide equal opportunities for all learners
- To ensure the curriculum is suitably differentiated to meet the needs of all Learners
- To ensure that an inclusive environment is created and fostered where all members of the TBAP community respect and care for each other
- To ensure that teachers and support staff in the individual school are aware of the importance of identifying and providing for those Learners who are identified as having SEN/Additional Needs
- To ensure that parents/carers are aware of the provision available in the individual school and that they are encouraged to be actively involved in their child's progress
- To attain high levels of satisfaction and participation from learners, parents and carers
- To carefully map provision for all learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes
- To ensure a high level of staff expertise to meet learner need, through well targeted continuing professional development
- To work in cooperative and productive partnership with external agencies and partners to ensure there is a multi-professional approach to meeting the needs of all learners

‘Learners with SEN should always be included in normal lessons but should still get the extra help they need. You shouldn’t teach them separately’ - The Octagon AP Academy Learner.

4. Responsibility for Special Educational Needs/Additional Needs

- The Executive Head Teacher/Head of School/Commissioning and School support (CSS) have overall responsibility for SEN/Additional Needs provision within TBAP

- The Director of Access and Inclusion (DOAI) is responsible for SEN/Additional Needs within each individual school
- Teachers and Learning Support Professionals are responsible for SEN/Additional Needs within their Learning and Teaching programmes of work.

5. Leadership and Management of Inclusion at a TBAP AP Academy

The Executive Head Teacher, Heads of Schools and the TBAP Trust Board have delegated the responsibility for the ongoing implementation of this SEN/Inclusion Policy to CSS. The Assistant Head of CSS is responsible for reporting regularly to the Executive Head and the TBAP Trust Board member with responsibility for SEN on the ongoing effectiveness of this inclusion policy.

6. Teachers/Learning Support Professionals of SEN/Inclusion

‘A lot of innovative, progressive ideas for making sure that the needs of all SEN Learners are being met’- The Bridge AP Academy Teacher.

All staff in all TBAP schools are teachers of SEN/Inclusion and are aware of their responsibilities towards all learners. They are aware that they are role models and must show a positive and sensitive attitude towards all learners at all times.

‘I think that the Inclusion/SEN Policy 2014 explains our commitment to our learners very well. It is very comprehensive and creates a clear picture of the way the whole of TBAP are pooling strengths and knowledge to improve and strengthen our provision’ - Beachcroft AP Academy and Latimer AP Academy Teacher.

7. Heads of Schools

- The Heads of School are responsible for monitoring and evaluating the progress of all learners and for making strategic decisions which will maximise their opportunity to learn
- The Executive Head Teacher and the TBAP Trust Board Members have delegated the day to day implementation of this policy to CSS.
- the Head of School will be informed of the progress of all vulnerable learners and any issues with regard to the school’s provision in this regard through:
 - Analysis of the TBAP learner progress tracking system
 - Maintenance and analysis of a whole-school provision map
 - Learner progress meetings with individual teachers
 - Regular meetings with the DOAI
 - Discussions with learners and parents/carers

8. Director of Access and Inclusion

In line with the recommendations in the SEN Code of Practice 2014, the DOAI in each TBAP Academy will oversee the day-to-day operation of this SEN/Inclusion Policy in the following ways:

- Maintenance and analysis of whole-school provision map
- The effective and efficient deployment of the learning support team
- Chairing the Inclusion Panel

- Delivering inclusion/SEN related CPD
- Identifying on this provision map a staged list of Learners identified as having special educational needs - those in receipt of additional SEN support and those with statements of Special Educational Need or Education Health and Care Plans
- Advising all teachers on provision for children identified as having special educational needs
- Overseeing the records on all children identified as having Special Educational Needs
- Liaising with parents/carers of children identified as having SEN, in conjunction with core teachers
- Contributing to the in-service training of staff
- Implementing a programme of Annual Review for all Learners with a Statement of Special Educational Need/EHCP. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review.
- Contributing to the regular evaluation of the impact and effectiveness of all additional interventions for all learners
- Attending area SEN network meetings and training as appropriate.
- Liaising with the TBAP Inclusion Trust Board member, keeping him informed of current issues regarding provision for SEN learners
- Liaising closely with a range of outside agencies

9. SEN Support

When a pupil is identified as having SEN TBAP will take action to remove barriers to learning and put effective special educational provision in place. TBAP SEN support follows a four-part cycle through which earlier actions are revisited, refined and revised with a growing understanding of the pupils' needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach and involves: **Assess, Plan, Do, and Review** as highlighted in the Code of Practice (2014).

Assess

- Clear analysis of pupils' needs
- Standardised assessments, teacher assessments, previous progress and attainment
- Development in comparison to their peers and national data
- Views and experiences of parents, the pupils own views and, if relevant, advice from external support services
- TBAP takes seriously any concerns raised by a parent and these will be recorded and compared to our own assessment and information on how the pupil is developing.
- Assessments will be reviewed regularly and TBAP will liaise with outside professionals to help inform the assessments. Where professionals are not already working with school staff the DOAI will contact them if the parents agree

Plan

- Parents are informed that SEN provision will be made available for their child(ren) at induction depending on individual need
- TBAP staff, parents and professionals (where appropriate) agree the adjustments, interventions and support to be put in place as well as the expected impact on progress, development or behaviour which is then reviewed termly

- All staff are made aware of pupils' SEN, the support provided and teaching strategies that are required
- Parents are invited to the 'structured conversation' 3 times a year to keep them informed of provision, set/amend outcomes and review effectiveness

Do

- Class or subject teachers work closely with LSPs, the DOAI, and specialist staff eg, speech and language therapists to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- The DOAI supports subject teachers in assessment of the learner's strengths and weaknesses and advises on the effective implementation of support

Review

- Support arrangements are reviewed regularly using the school provision map and from analysis of support, interventions and the impact on the learner's progress
- The impact and quality of the support and interventions is evaluated regularly and informs planning for the next steps

10. Admission Arrangements

We follow TBAP CSS Induction procedures and are particularly keen to welcome young people identified as having a range of SEN/Additional Needs. TBAP has good facilities for learners with physical and sensory needs and individual risk assessments are carried out to enable us to plan for successful integration into the appropriate TBAP School.

All learners are admitted to the appropriate TBAP School in accordance with the published criteria. For learners at SEN Support or with a Statement of SEN or EHCP, an identified member of the Learning Support team is actively involved in ensuring appropriate resources and transitional arrangements are in place so that learner's difficulties are minimised at the point of entry to the individual school.

These arrangements include making provision for learners with identified social, mental, emotional health difficulties who are at their most vulnerable during times of change.

11. Identification, Assessment and Review Procedures

During CSS TBAP Induction learners complete Cognitive Ability Tests (CATs) the Suffolk reading test, Special Needs Assessment Profiles (SNAP) and the Pupil's Attitude to Self and School (PASS) assessment. This information enables us to identify areas of concern from the individual and from the parent/carer. The information gathered will then be used to inform the Individual Education Plan (IEP) and highlight the learners who will be tested for access arrangements.

Identification and assessment are ongoing and all staff contribute to the identification of needs and can express concern or make a referral to Learning Support - this is done through Year Team meetings (the YTL will then discuss concerns raised with the DOAI), by Subject Leaders/designated staff directly to the DOAI, and through Inclusion Panel meetings. The DOAI meets regularly with the Year Team Leaders and/or other designated staff to identify and monitor Learners who may need support.

Learning Support Staff are also involved in Academic reviews where further needs may be identified. Once identification, assessment and intervention have taken place Learners and parents/carers are kept regularly informed by a variety of means, e.g. personal contact, reports, Annual Reviews and the formation and implementation of IEPs.

IEPs are written in line with the assessment protocols and are reviewed and discussed by the learning guide or designated staff with the learner and parent/carers. IEPs are stored on SIMS and are updated regularly.

Reading tests are carried out at least bi-annually and results analysed to identify individuals or groups of Learners requiring support.

12. Individual Education Plans

- IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for all learners in a TBAP Academy, including those identified as having special educational needs/additional needs. They are seen as a working document which can be constantly refined and amended.
- Targets will address the underlying reasons why a pupil is having difficulty with learning - they will not simply be “more literacy” or “more maths”.
- IEPs will be accessible to all those involved in their implementation - learners should have an understanding and ownership of the targets through the guided learning process.
- IEPs will be informed by the wide range of data collected on Induction and might include the input of outside agencies.
- IEPs will be monitored and evaluated regularly and reviewed thrice yearly.
- IEPs will have a maximum of four short / medium term SMART targets set for or by the learner, with discussion with parents/carers.
- Use of IEPs can vary from school to school.

The learners with gaps between chronological age and reading age, ie 2 years or more below chronological age are supported with their Literacy requirements via the Literacy Intervention Scheme delivered 1:1 or in small groups by designated staff. The relevant wave leader is responsible for managing the literacy interventions with support from the Subject Leader for English and a relevant member of SLT.

Further diagnostic assessment is carried out where necessary and outside agencies may contribute to these assessments e.g. Literacy team/ Educational Psychologist and Speech and Language Therapists.

The SEN/Additional Needs record of need is regularly reviewed and updated by the DOAI.

Annual Reviews for learners with a Statement of Special Educational Needs/EHCP are carried out yearly and within the given timescale. All teachers contribute to the Annual Review process.

13. Inclusion and Provision for Young Learners Identified as having Special Educational Needs/Additional Needs

Learners across TBAP have access to a range of services/interventions however; this may vary from school to school.

- In-class support - Learning Support Professionals
- Small group/ individual withdrawal to address literacy and numeracy needs or specific learning difficulties
- Small teaching groups - usually no more than 6 learners
- Joint planning opportunities between faculties and Learning Support
- Differentiation
- Access to learning support professionals, Therapeutic Services, school nurse
- Access to outside agencies eg Localities Team, Educational Psychology Service, Children's Services, Children and Adolescent Mental Health Service (CAMHS), Youth Offending Service (YOS)
- Curriculum support option - KS3 Opening Minds, and a wide offer at KS4
- Group work for behaviour - self esteem/anger management etc

Young learners identified as having Special Educational Needs/Additional Needs engage in all aspects of school life eg enrichment activities, school journeys, Residential and sporting activities.

“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” SEN Code of Practice 2014 (p68)

14. Interventions

TBAP schools use a range of interventions under the headings Wave 1, Wave 2 and Wave 3 and will vary from site to site depending on the needs of the learners.

- All learners will have access to differentiated quality first teaching
- Some learners will have access to Wave 1, Wave 2 or Wave 3 interventions. These will be learners who are underachieving, have specific provision written into their Statement or EHCP and/or have been identified by their TBAP Academy as needing to make accelerated progress
- All learners will be included on a detailed provision map which outlines and monitors all additional internal and external interventions across the school. The provision map enables the school to:
 - Plan strategically to meet learners' identified needs and track their provision.
 - Audit how well provision matches need
 - Recognise gaps in provision
 - Highlight repetitive or ineffective use of resources
 - Cost provision effectively
 - Demonstrate to all staff how support is deployed
 - Inform parents/carers, TBAP Trust Board, external agencies and Ofsted about resource deployment
 - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation

Children's needs should be identified and met as early as possible through:

- The analysis of data including baseline data on admission: CAT scores; SNAP A & B data; PASS data; reading ages; attendance data; other whole-school learner progress data (from home school)
- Classroom-based assessment and monitoring arrangements. (Assess, plan, do, review)

- Behaviour for learning assessments
- Following up parental concerns
- Tracking individual learner progress over time,
- Information from home schools and external agencies
- The provision map

Interventions at TBAP Academies include the following: (but may vary from school to school to meet the local need)

- Literacy and numeracy support-1:1 in and out of class/small groups
- Speech and Language Therapy
- Guided Reading
- Academic mentoring
- Therapeutic input
- 1:1 mentoring
- Anger management
- Social and emotional aspects of learning eg, circle time

15. Statement of Special Educational Needs or Education Health and Care Plan

Where a learner has been identified as having a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education, Health and Care Plan (EHCP)

- Pupils with a statement of educational needs (pre September 2014) or an Education, Health and Care Plan (post September 2014) will have an Annual Review of their statement/plan
- Each TBAP AP Academy will comply with all local arrangements and procedures when applying for; high needs block funding and/or an Education, Health and Care Plan
This will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using the school's delegated budget at an earlier stage
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process

'I'd like some more guidance around the Education, Health and Care Plans.' - Beachcroft AP Academy Parent (who was unable to attend the SEN Information Sharing Evening in October 2014)

16. Other Inclusion Groups

English as an Additional Language (EAL)

English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.

A learner who has EAL is a learner whose first language is not English, and who uses that language on a regular basis inside or outside of school.

We recognise, welcome and celebrate linguistic and cultural diversity and have high expectations of all learners regardless of ethnic, cultural or linguistic heritage. We include all learners and parents/carers in TBAP Academies by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents/carers. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

‘I come to school without worrying. I don’t have to keep watching my back. Here I feel secure’ - CSS/Portobello Learner.

Provision

Pupils with EAL will have full access to TBAP provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English; this will be provided through Wave 1, 2 or 3 teaching.

The following provision can be expected:

- Initial assessment of EAL to record stage of language acquisition where it is below English NC Level 2 or using home school records
- A further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the learner’s first language eg ‘Race into Literacy for learners who are Level 2 or below
- Work in classes will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for learners may be given through: first language resources & translation facilities; teaching support on a small group basis, pre-teaching of key concepts and vocabulary, using LILLAC approach which is embedded into the curriculum
- Where necessary, catch-up work will be provided for learners arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where learners are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level
- Progress of EAL learners will be monitored against National Curriculum indicators. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the core teacher and the DOAL. Provision will be recorded and monitored for effectiveness using the TBAP provision map, in line with standard practice for all learners in the school

17. Parental support

We recognise that some parents who are learning English may find it difficult to communicate with a TBAP Academy regarding any concerns they may have on their child’s progress. We endeavour to fully include EAL parents in the life of the TBAP Academy by, wherever possible, providing interpreting facilities at review meetings and parent/carers meetings by providing key school information in translated format.

18. Inclusion of Learners who are Looked After in Local Authority Care

‘The PRC (Portobello Road Centre) has provided a lot more than mainstream. The teachers are amazing, they teach us to have fun while learning’- CSS/Portobello Learner.

TBAP Academies recognise that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social, mental and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report: 2003] why children who are looked after in local authority care often fail to make expected progress at school:
 - Placement instability
 - Unsatisfactory educational experiences of many carers
 - Too much time out of school
 - Insufficient help if they fall behind
 - Unmet needs - emotional, mental, physical
- There is a statutory requirement for all TBAP Academies to have a designated member of staff for looked after children. This is the Student Services’ Manager (SSM). The responsibilities of the SSM include:
 - Monitoring the progress of children who are ‘looked after’ to ensure that they have the best life chances possible and access to the full range of opportunities in a TBAP Academy
 - Ensuring that children who are ‘looked after’ have access to the appropriate network of support
 - Checking with the designated member of staff from the learner’s home that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
 - Ensuring that information concerning the education of children who are ‘looked after’ is transferred between agencies and individuals
 - Preparing a report on the child’s educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
 - Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with the designated member of staff, social workers and, where necessary, the carers and a member of the Virtual School team
 - Celebrating the child’s successes and acknowledging the progress they are making

TBAP Academies will work closely with the Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

‘The teachers give me clear advice and set me high expectations’- The Courtyard AP Academy Learner.

19. Inclusion of Learners who are Able, Gifted and/or Talented

The term 'Able and Gifted' refers to learners who have a broad range of achievement at a very high level. Those children who are able and gifted have very well-developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning. 'Able and gifted' tend to pertain to academic subjects only and 'talented' to non-academic subjects.

- Physical talents sports, games, skilled, dexterity
- Visual/performing abilities music, dance, movement, drama
- Mechanical ingenuity construction, object assembly (and disassembly), systematic, working solutions
- Outstanding leadership organiser, outstanding team leader, sound judgements
- Social awareness sensitivity, empathy
- Creativity artistic, musical, linguistic

We respect the right of all children admitted to a TBAP Academy, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aim of TBAP Academies is to make specific reference to learning and teaching that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our Able and Gifted and/or Talented children.

'You are helping us to achieve what we couldn't do at mainstream, helping me in Maths because I'm more focused on work and achieving my behaviour for learning...the teachers push me further to achieve a level 6 in all subjects'-The Courtyard AP Academy Learner

20. Special Arrangements for Examinations

Learners requiring special arrangements for public examinations are assessed by the Induction Mentor and/or TBAP SEN LSP and special consideration is applied for to the appropriate examination board. Learners who have permission for special arrangements sit their exams and we provide support such as a reader, amanuensis and/or extra time.

21. TBAP Reporting on Special Educational Needs

- The DOAI will report on a half-termly basis to SLT within each individual school
- The Assistant Head of CSS will report to TBAP Extended SLT and once a year to the Board to disseminate relevant information
- The DOAI will complete an annual SEF, providing evidence to support the outcomes
- The Director of Learning (DOL) will undertake a value added analysis following public exams
- The Student Services' Manager will analyse termly attendance, behaviour and exclusion rates
- The SLT teams will analyse progress data, wave leader analysis and termly feedback from Learners and their parents/carers

‘Education here is good, giving us the opportunity to get an education’- Latimer AP Academy Learner.

22. Parents/Carers’ Involvement

‘Parents hold key information and have a critical role to play in their children’s education’ - Code of Practice (2002)

The views of parents/carers are taken into consideration at all times and every effort is made to ensure that support is planned in consultation and agreement with them.

Annual Review outcomes and IEP targets are written in agreement with the learner and they are involved in their ongoing review with their parent/carer. We value the contribution that parents/carers make and believe that the most effective way of working with a learner identified as having Special Educational Needs/Additional Needs is where the parents/carers and school work in partnership.

Parents/carers have a vital role to play and it is therefore important to ensure information is accessible, that they feel welcomed into the school and that their views and contributions are sought and encouraged.

Parents/carers are kept informed about their child through contact via phone calls, letters home regarding progress, provision and IEP’s. They are encouraged to keep in contact with the individual school via email, telephone calls and/or meetings, including meetings held in the child’s home where this is deemed appropriate.

Parents/carers are invited to academic reviews and Annual Reviews of statements/EHCPs and are encouraged to make a full contribution.

23. Involvement of Learners

‘People aren’t made to look/feel stupid if they ask for support’- The Bridge AP Academy Learner.

All learners have the right to be involved in making decisions and exercising choice. In most lessons, all learners are involved in monitoring and reviewing their progress. We fully involve all learners by encouraging them to:

- State their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum **so that they know what their targets are and why they have them**
- Self-review their progress and set new targets through the guided learning process
- Monitor their success at achieving the targets on their IEP

‘Inclusion is caring for us’- Beachcroft AP Academy Learner

24. Continuing Professional Development

TBAP has a strong commitment to CPD for all its staff including Learning support staff. Priorities for CPD are identified as part of the Performance Management review.

The DOAI must approve all SEN/Additional Needs training in the first instance before being discussed with their line manager and then the Director of Learning who has

responsibility for staff development. It should relate to training needs identified during the performance management interviews and be directly linked to the School Development Plan priorities.

Some examples of SEN CPD undertaken by Learning Support Staff:

- Specific Learning Difficulties (SpLD) Training
- First aid
- HLTA training
- Behaviour and classroom management
- Lesson Planning
- EP training about standardising lesson observations

The DOAI will also provide SEN CPD for all staff and includes:

- Effective use of the LSA in the classroom
- Solution-focus approach to individual learners
- Recognising mental health issues in learners
- Specific Learning Difficulties (SpLD) training
- Behaviour and classroom management
- Cognitive Behaviour Therapy (CBT)
- Strategies for children with trauma

‘I really like the lessons here. The lessons here are good and much better than my school before. People support you. Everyone gets included’- The Octagon AP Academy Learner.

25. External Support Services

Regular contact is made with external agencies and their involvement is valued. These include:

- Educational Psychology Service
- Children and Families Service
- School nurse
- Child and Adolescent Mental Health Service
- Literacy team
- Careers service
- Youth Offending Service
- Localities Team

TBAP schools value the support and guidance from the many external agencies named above. They contribute to the life of TBAP schools in a variety of ways, all in negotiation with the individual school. Learners are worked with individually, in small groups or as part of a class. Staff members are also supported through consultation, guidance and CPD. All activities are carefully monitored and evaluated.

26. Careers and Post-16

All Learners have access to Careers Guidance and Post-16 Guidance. The DOAI and the Careers Advisor meet to discuss whether Statements/EHCPs of learners should be continued post-16. The Careers Advisor then proceeds to work closely with learners in order to identify appropriate Further Education courses/training/employment for them. Various support mechanisms are put in place:

- Writing of Section 139/ECHP equivalent
- Literacy and numeracy courses during the summer
- Regular contact with Further Education colleges
- Visits to colleges to see learners
- Entry to employment courses
- Work based learning and apprenticeships

TBAP also works closely with the Tri-Borough SEN Department on key-stage 4 transfers and attends the Post-16 Panel to discuss suitable options with the SEN team and Post-16 providers.

27. Reintegration

Most TBAP learners will have the opportunity to be reintegrated into a mainstream school as soon as their data supports such a move. Learning Guides will work closely with young people to ensure that they know exactly what they have to do in terms of their attendance, behaviour and achievements in order to make the move to a new school. DOAls will then work with our partner schools and parents to complete the process, whether on single or dual registration.

Inclusive Practice that Learners Want More of in TBAP Schools

- Assigned learning support professionals
- More subjects
- More learning time to make 'extreme progress'
- 'Funner' rewards.
- More support in some lessons
- 'I believe we are being taken out of lessons for things we shouldn't be'
- More activities/more trips out of school
- 'Give us a say in what happens/help us to have a say in school'
- 'Try harder to integrate us back into mainstream'
- 'The centre (Portobello) should have its own WIFI. We keep losing connection and it happens when we need it most'
- 'I would like a PS3 or something in the lunch room for activities'

28. Complaints

If there are any complaints relating to the provision for children identified as having SEN or Additional Needs, these will be dealt with in the first instance by the Learning Guide and DOAI then, if unresolved, by the Head of School. The TBAP Trust Board Member with specific responsibility for SEN/Inclusion may be involved if necessary.

This policy was agreed June 2016 and will be reviewed annually by the TBAP Trust Board
Date of next review: March 2017

Appendix 1

List of SEN categories

- **Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- **Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- **Social, Mental and Emotional Health**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.
- **Sensory and/or physical**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.