

Aspire Academy

SEN Policy

Review Due:	May 2020
Last Review	May 2019
Applicable to:	Aspire Academy
Reviewed by:	SLT, Governors

Rationale

Aspire Academy is an Academy catering for pupils with Social, Emotional and Mental Health educational needs (SEMH).

Admission to the school is through the LA and fully explained in the Admission Policy. All pupils of school age have a statement of special educational needs (SEN) or Education, Health and Care Plan (EHCP).

The aim of this policy is to clarify SEN access and entitlement and explain how the school meets the individual needs of its pupils through the effective allocation of available resources. This policy should be read in conjunction with the academies Local Offer Report which contains additional details.

Policy Procedures

The aim of all staff working at Aspire Academy is to provide an education appropriate to the specific needs of pupils, achieved by structured, well-planned and broadly based programmes of work with regular review procedures as part of a continuous assessment process.

At Aspire Academy pupils are provided with a supporting and stimulating learning environment, celebrating individual achievements and preparing for life after school. Aspire Academy provides a broad and balanced curriculum.

An essential element of this provision is the emphasis placed upon close working relationships with professionals from other agencies who share in the assessment, planning, implementation and evaluation of pupils' needs. All adults are required to interact with pupils in a way which is designed to promote a positive attitude that is age appropriate to their learning needs and disabilities.

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The school environment and the expectations of staff are designed to promote maximum independence for pupils while providing the appropriate level of individual challenge and support. Throughout the school there is a strong commitment to meeting the needs of pupils in partnership with parents, and a high level of contact and information is maintained with families.

Procedures

The provision for Early Years is based upon the Early Years Foundation Stage Profile and for older pupils on the National Curriculum at relevant Key Stages. For further information, please refer to the Curriculum Policy.

For each individual pupil attainable skills are identified by rigorous benchmarking continuous assessment and key targets agreed with parents/carers (and pupils where appropriate).

Pupils' academic, social and emotional progress are assessed and monitored termly – more frequently if need be. Multi-agency staff also assess our pupils and this information is shared with all staff and is used to constantly update pupils' Individual Education Plans (IEPs). Among older pupils a range of externally accredited courses are taken, which include GCSEs, Entry Level Certificates and Functional Skills. Courses are dependent on the strengths and interests of the pupils. For further information please refer to the Assessment, Recording & Reporting Policy.

A variety of teaching methods and techniques are adopted where appropriate to meet individual pupil's needs. Staff use a range of methods and techniques in a flexible way that will allow all pupils to access learning.

Where possible staff are recruited to the school who have additional qualifications or who demonstrate experience in the education of pupils with special educational needs. Staffing arrangements are reviewed annually to ensure a balance between

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teaching and non-teaching staff is as effective as possible in providing for the needs of pupils.

Resources

The school has a delegated budget, which is managed by the Local Governing Body and the WMAT Finance Committee. The Head teacher and Leadership Team identify recommendations for expenditure, but all members of staff have an opportunity to suggest areas of expenditure and teachers. Directors of Primary and Secondary hold budgets for their centres.

It is recognised that the most valuable resource is staffing and there is a commitment to use every available resource to retain and recruit skilled teachers and assistants. There is a need to provide for on-going staff development, in order to meet children's needs effectively. All staff have an interest and professional expertise in meeting the needs of pupils with learning difficulties and physical disabilities and are supported by continuing professional development.

Equal Opportunities

Equal opportunity is the right of everyone to equal chances and each individual is respected for who they are – regardless of age, ethnicity, gender, social circumstances, ability / disability and sexuality.

A wide range of teaching materials, approaches and technological aids are used to achieve this end. The school ensures resources are available with a variety of role models / representations. For those

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pupils from homes where English is the second language every support is given through access to a flexible and individual curriculum.

Health & Safety

Computer and other electrical equipment, lifting & moving and PE equipment are checked regularly and repaired using appropriate technicians.

Health & Safety issues are described fully in the School and National regulations and guidance

– Copies are held at the school.

Professional Development

All staff are given the opportunity and encouraged to enhance their knowledge and skills as relevant to individual and whole school development needs through on-going staff training & development.

Strong links are maintained with other special and mainstream schools and shared training & development encouraged.