



SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

Updated August 2020

Approved by the Governing Body

This policy refers to and should be read in conjunction with the following policies:

- Disability and Accessibility Policy
- Inclusive Learning Policy

1. Purpose

- 1.1 Our philosophy is that every one of our learners be given the opportunity to fulfill their potential during their time at Big Creative Academy. The following system reflects our provision for students whose special educational needs deem them to be in need of learning support.

2. Management of Special Educational Needs

- 2.1 The management of students with special educational needs is overseen by the Inclusion Manager/SENDCo who has the responsibility to:
- ensure that all staff implement the graduated approach in their teaching and assessment to encourage the participation and learning of all pupils as per the Academy's Inclusive Learning Policy
 - seek to ensure, through active collaboration with Course Leads and teachers, that the learning of all students is given equal priority
 - ensure that learning resources are used efficiently and effectively so that all students are given equal opportunity
 - play a key role in supporting, guiding and motivating colleagues, particularly in disseminating examples of effective practice in relation to pupils with SEN
 - co-ordinate the day to day operation of the SEN policy
 - ensure that additional provision, resources and alternative exam arrangements are acquired, co-ordinated and assigned to those for whom it is needed

3. Resources

- 3.1 The money to support students with SEN comes from a variety of sources:
- if there are learners that have support needs in excess of £6,000 the Special Educational Needs and Disability Co-ordinator (SENDCo) will be responsible for liaising with their home borough to secure funding
 - the SENDCo receives a small capitation to resource the day to day running of the department

4. Identification of a student with Special Educational Needs

4.1 The SENDCo ensures early identification and screening of new entrants through:

- effective liaison arrangements with partner schools and, where possible, being present at the transition review
- liaison with parents/carers;
- liaison with the tutors and other staff;
- liaison with outside agencies;
- numeracy and literacy tests on entry
- assessments for access arrangements

4.2 Reference should be made to the Disability and Accessibility Policy for procedure.

5. Formal assessment of Special Educational Needs

5.1 Subject teachers utilising the graduated approach identify a student's who are underachieving and may have a possible special educational need and, in consultation with the Inclusion Manager, gather information and take initial action. The SENDCo takes responsibility for managing the student's special provision, working with the student and teachers. Outside agencies will be engaged if appropriate.

5.2 Reference should be made to the Disability and Accessibility Policy for procedure.

6. Support for existing students

6.1 Upon inclusion on the Special Educational Needs Register each student is provided with individual targets for progress. These targets are reviewed and parents/carers are involved in this process.

6.2 Students with individual targets are monitored via a system of regular monitoring with subject teachers and the SENDCo. Regular reviews take place and parents/carers are involved where possible. Additional support takes place for reading and basic literacy and numeracy skills.

6.3 Where applicable, Big Creative Academy works closely with outside agencies in order to provide high quality provision for students with SEN.

7. Objectives for students with SEN

7.1 All students, irrespective of ability, follow the same curriculum subjects. In addition to the general and subject specific objectives, the following assume great importance for students with SEN. Big Creative Academy ensures that all students with SEN have access to and benefit from the curriculum by:

- Raising maximum levels of achievement by developing the learning skills and motivation necessary to benefit from their studies;
- Maximising basic language and numeracy skills;
- Developing students' ability to express themselves confidently and in a variety of ways.

7.2 Big Creative Academy improves students' self-esteem and image by:

- Providing immediate and continuous success
- Praising good work and standards of behavior
- Displaying work publicly as often as possible;

- Demanding highly presentable work - not as an end in itself - to give students pride in their own achievements;
- Operating a classroom management approach to behaviour and achievement based on behaviour modification principles-reward, encouragement and modelling.

8. Support for staff

- 8.1 There is a commitment to provide access to quality training for all staff teaching students with SEN.
- 8.2 Big Creative Academy will have a named governor responsible for SEN provision, who is John Stone.

9. Public Examinations

- 9.1 Examination boards publish the concessions available for SEN students when undertaking examinations. This may include additional time allowance, modified papers, readers and scribes. The SENDCo will liaise with the Examination's Officer to apply for all available concessions to support students.