

BLACKFRIARS ACADEMY

SEN POLICY AND SEN INFORMATION REPORT

Developed:

Revised: January 2016

Review Date: 7 June
2017



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LEGISLATION:

This policy and report is written in the context of:

- The Children and Families Act: Section 69
- The Special Educational Needs and Disability Regulations 2014
- The 0-25 Special Educational Needs and Disability Code of Practice 2014

School Context - The kind of SEN that are provided for:

Blackfriars Academy and Blackfriars FE Academy are generic secondary academies that meet the needs of students with various needs and levels of ability. There are students at both Blackfriars sites with physical difficulties, learning difficulties, ASD, EBSD, Speech and language difficulties and medical needs. Students come to Blackfriars from other special schools, mainstream schools and after being home tutored or out of school for extended periods.



In total, the two sites have six classes that meet the need of students with profound and multiple learning difficulties (PMLD), these students often have a high level of medical needs and require alternative and augmentative communication (AAC) strategies and follow an adapted sensory curriculum, that includes communication as the main focus and allows for physical management and frequent change of positions so that the holistic needs of the students are met throughout the day.



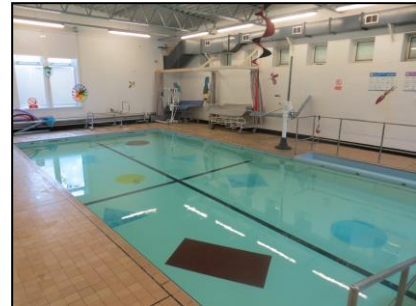
Blackfriars Academy and Blackfriars FE Academy have classes that follow a more Primary/topic based curriculum for those students who need to develop their basic literacy, numeracy and social skills, they are more classroom based and have a consistent teacher who teaches them for their core subjects and works closely with home on key skills and behaviour strategies. There are clear boundaries, routines and strategies to develop key

skills, communication, social skills, appropriate behaviour and emphasis on praise and rewards.

The rest of the academy caters for students who have moderate learning difficulties or social difficulties that has made it hard for them to progress in a mainstream setting. These students are supported through the National Curriculum to achieve to their full potential. Students are offered the same opportunities that they would

have had in a mainstream school, in addition there is a great emphasis upon the development of social and communication skills. Work can be paced and differentiated with the appropriate emotional support to work through social challenges so that students are successful learners and are prepared for the next setting after school.

The academy is fully accessible to students with a physical difficulty. Students with physical difficulties have access to the physiotherapy department that is based in the academy three days a week. Teaching Assistants work closely with physiotherapists to develop their skills to facilitate any physical management that is needed, i.e. standing frames, walkers, splints. There is a MOVE (Movement Opportunities Via Education) team in the academy that works with some of the students with a physical need to give them opportunities to weight bear and have facilitated walking using suitable equipment. The academy has a hydrotherapy pool on both sites that, as well as being used for swimming lessons, is also used by the physiotherapists for students for whom it is appropriate.



Both academies have an assistive technology and alternative and augmentative communication team (AT/AAC). At KS3-KS4, this team consists of a trained speech therapist that we employ privately, experienced HLTA with qualifications in AAC, an ICT Manager and the Deputy Principal. At KS5, this team consists of a trained speech therapist, a highly skilled teacher, and knowledgeable HLTA, with vast experience of working with our most

complex needs groups. The team works very closely with the NHS Speech Therapist assigned to Blackfriars to meet the needs of students within the academies.

The academy is part of the Physical Disability Support Service that works with mainstream schools on request to assess and support students with a physical difficulty in order for them to fully access a mainstream setting. They advise on equipment, positioning, assistive technology to support the recording of work, medical issues and care plans as well as adaptations to the academy. The team comprises of Blackfriars staff



who also use their skills and expertise to assess students new to Blackfriars and advise on equipment to support them in making progress in their learning.

Introduction and aims of this policy

This policy underpins the practice of our academy and supports our aims to:

- Provide a caring, supportive, enjoyable, person-centred learning environment where all students can achieve.
- Ensure that all our learners make the best possible progress in whatever way they can
- Ensure that parents/carers are fully informed and involved in their child's education, as partners, and to ensure there is effective communication between parents/carers and the academy by requesting, monitoring and responding to parent/carer/students' views.
- Ensure that all Academy Councillors are up to date and knowledgeable about the academy's SEN provision.
- Ensure full Academy Council involvement in the future development and monitoring of this policy
- Ensure that all our students, where possible, can express their views and are fully involved, as partners, in decisions which affects their education
- Involve and work in partnership with all health professionals and outside agencies to make sure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- Ensure learners make a successful transition when they leave the academy
- Reduce barriers to achievement and offer a variety of alternative and /or individualised learning programmes as appropriate to meet the needs of our students
- To ensure high levels of staff expertise to meet student need, through quality, targeted continuing professional development.

What are special educational needs?

"A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her." SEN Code of Practice Sept 2014

The SEN Code of Practice says that a child has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of young people of the same age.
- Has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for young people of the same age in schools within the area

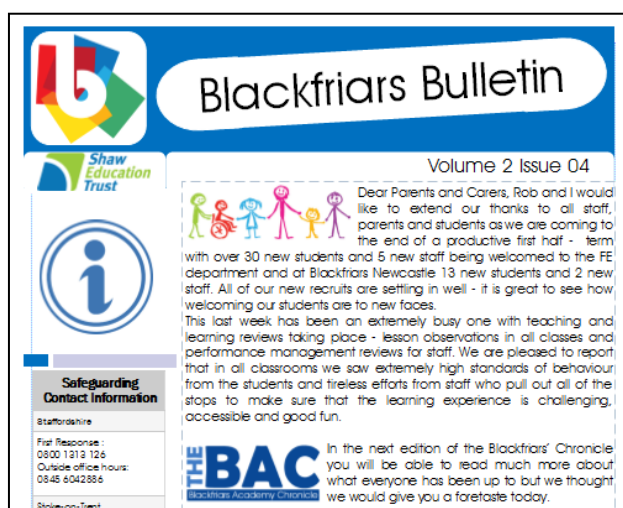
Special educational provision means:

- Educational or training provision that is additional to, or different from, that made generally available to others of the same age in a mainstream setting in England.
- Health or Social care provision which educates or trains a child is to be treated as a special educational provision.

For children with an EHCP, parents have a right to request a particular school and the Local Authority must comply with that preference and name the name the school or college in the EHC plan unless:

- It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or the attendance of the child or young person there would be incompatible with the efficient use of resources.
- Before making a placement at this school the local authority will send the Academy Council a copy of the EHCP – and consider their comments before making a final placement decision.
- The Local Authority must also seek the agreement of the school where a draft EHCP sets out any provision to be delivered on their premises that have been secured by a direct payment.
- Parents of a child with an EHCP have the right to seek a place at a special school if they consider that their child’s needs can be better met in a specialist provision.

[Arrangements for consulting parents of children with SEN and involving them in their children’s education and in assessing and reviewing their child’s progress](#)



It is vital that the academy and home work in partnership in order to best meet the needs of students. Blackfriars has an open door policy to parents so that they are welcomed in to discuss any concerns or successes involving their child. Parents are encouraged to be involved in the target setting for their child and in supporting them with homework. The academy keep parents fully informed of student progress with progress trackers and reports that are sent home. There is a fortnightly newsletter that shares

activities and successes that have been taking place within the academy and a termly newspaper providing an in-depth look at academy activities.

There have been parents groups led by the academy’s Clinical Psychologist where parents have been able to voice any issues, which has led to a parent setting up a Parent-led consultative group.

[Arrangements for consulting young people with SEN and involving them in their education and in assessing and reviewing progress](#)

Students are involved in their target setting and discuss this with Form Teachers and Subject Teachers throughout the year. Their opinions are obtained through

questionnaires, opportunities provided by the School Council (KS3-KS4) / Student Council (KS5) and at their Annual Reviews/EHCP meetings.

[Arrangements for supporting students moving between phases of education and preparing for adulthood](#)

Y9 Students have an Annual Review Transition meeting where their skills and interests are explored and discussed in order to help them plan for their next setting. This is supported through Work Related Opportunities with workshops, Job Carousels to give them experience of the type of roles or next steps that can be taken. There are also opportunities to meet with past students to discuss their learning journey and steps after Y11.

In Y10 and Y11 the development of skills in an area that interests them is further developed through the Options programme in KS4 where students can select subjects to specialise in. The Options programme provides opportunities across the MAT making use of the resources and skills across the four sites.



The Shaw Trust help to support appropriate Work Experience placements with support and work related visits for students for whom this is more suitable

Links are made to local colleges and to Blackfriars Further Education Academy so that students can visit local educational settings to help support them with their decision.

Y11 Reviews are held early in the last academic year to allow for transition work to take place over the year with visits, taster days, and sharing of all appropriate information so that the next setting is fully aware of how to meet the students' needs and to help to prepare students for the move.



At Blackfriars FE Academy, as well as dedicated Work Related Learning lessons, KS5 learners take part in Annual Reviews and Transition Reviews whereby they can discuss interests and possible future pathways. These interests and skills are developed through a range of work experience placements (for those whom this is appropriate) and through the cross-MAT Options day. To further support and prepare our learners for adulthood, the curriculum consists of selected qualifications to ensure students' efforts are external recognised by employers too.

KS5 learners begin transition at the earliest point that they feel is appropriate for them. This includes visits to local colleges, employers and residential services.

[The approach to teaching students with SEN](#)

The planning and differentiation process is person-centred.

Full assessments of students' academic ability, positioning, physical dexterity and communication so that the appropriate resources and strategies can be put in place and shared with all staff and parents for a consistency of approach. Students are then grouped appropriately so that the teacher can differentiate the level and pace of work appropriately and the support from Teaching Assistants is appropriately matched.

Students will follow a curriculum tailored to their needs and in some cases a personalised curriculum.

All students no matter what their level of ability are encouraged to reach their full potential. All students are entered for external accreditations.

Personalised targets are set for individuals and shared with students, so that where appropriate, have ownership of them. Progress is regularly tracked and discussed with students and parents. If students are not making progress then appropriate interventions are put in place.

Staff are skilled at bringing subjects to life through creative, inspiring lessons and through the use of props, film footage, role play and visiting artists/poets to name a few; students become fully immersed in their learning.

For many groups routine, structure and clear boundaries are important as are the use of visual materials to reinforce meaning and understanding.

Specialist teaching and communication approaches are used throughout the school to match the needs of the student, such as elements of TEAACH, PECs, signing (Makaton).

[How adaptations are made to the curriculum and the learning environment of students with SEN](#)

Our Accessibility Plan describes the actions the academy has taken to increase access to the environment and curriculum.

Adaptations and interventions include:

- *Positioning* of students within the classroom to best suit their needs is always considered. Some students thrive in a very stimulating, interactive, colourful environment and others do not and careful consideration is made of this. Some students work best in their own work space and like the use of a screen to cut out distractions, others are very comfortable with group work activities.
- A Literacy and Numeracy *intervention programme* is run for the KS3 and KS4 students every morning at the start of each day to boost students' basic Maths and English skills.

- KS3 and KS4 students with more profound needs are involved in *Sensory diet* activities and gross and fine motor skills work at these times, where students have physical activity before lessons start.
- Work is *differentiated*, *the use of feedback* and ways to improve their work is important.
- *Numicon* is used in Maths to help support students learning in a concrete way.
- *Personalised timetables* are used to support individual learners to ensure they are fully engaged and suitably challenged.
- Subject-specific *withdrawal intervention groups*.
- The use of Student Premium money to employ a *tutor, Literacy/Numeracy support technician*.

[The expertise and training of staff to support students with SEN, including how specialist expertise will be secured](#)



The Academy is committed to the Continuing Professional Development of



staff ranging from whole academy training in for example: individuals attending courses, several staff completing MA courses in Special Educational Needs. As a Teaching School, Blackfriars also has access to exciting opportunities that staff can become involved

in or lead on, for example, an evidence based research project where 11 members of staff advocated for a special need that they have researched and helped develop a website for. The AT/AAC team have appropriate expertise and qualifications in that area. Four members of staff within the academy advise on good practice in mainstream schools. Medical training is co-ordinated by the school nurse so that the appropriate staff in the academy are up-to-date with relevant information and procedures. The Clinical Psychologist employed by school, advises and gives training on relevant areas and strategies.

Provision that the students have access to

- Physiotherapy
- Hydro pool
- MOVE programme
- ATAAC team and private speech therapist
- PDSS staff to address positioning, fine and gross motor skills
- Clinical psychologist
- Peer mentor
- Literacy and Numeracy Interventions
- Options
- School Nurse
- Work experience

- Cross-MAT opportunities

[Evaluating the effectiveness of the provision made for students with SEN – How will I know how my child is doing?](#)

1. Ongoing communication with parents:
 - During Annual Reviews of the EHCP
 - All students have home school diaries which can support regular communication
 - Discussions with the class teacher or Senior Leadership Team
 - During parents evenings / afternoons
 - During meeting with support and external agencies
 - Development of the IEP/target setting
 - Consultation on the feedback from student progress reviews.
2. The class teacher plans for all the students in his/her class and is responsible for the overall assessment of their progress. Students are taught as a whole group, in small groups or 1:1 by a class teacher, Higher Level Teaching Assistants (HLTA) and teaching assistants.
3. The quality of the teaching and learning at Blackfriars is monitored in a number of ways including:
 - Senior Leadership classroom monitoring
 - External verifiers classroom monitoring
 - Ongoing assessment of student progress
 - Work sampling and scrutiny of planning
 - Student progress reviews
 - Students and parent feedback on impact of interventions
 - Attendance and behaviour records.
 - Reviewing of the interventions and whether progress has been made against their targets
 - Provision Mapping and analysis
 - Data
4. Regular assessments of your child will be made throughout their time in school – this ensures that teachers always have a good understanding of the level your child is working at and what needs to happen next to move them forwards. The teacher will happily discuss this with parents at any time across the school year.
5. An Annual Review of the statement or EHCP takes place for every child in the school – this is an opportunity for the parents to meet representatives from all agencies to discuss the progress of their child.

Support for improving emotional and social development and the involvement of other bodies in meeting students' SEN and supporting their families:

The school offers a wide variety of pastoral support for students. These include:

- A Personal, Social, Health and Economic (PSHE) is developed across the curriculum that aims to provide students with the knowledge, understanding and skills they need to enhance their emotional, social knowledge and well-being.
- Some students access additional support through small group nurture opportunities.
- The school has access to a school nurse – and a range of health and social care teams.
- Parent and student voice mechanisms are in place and fully supported by staff, including a Student Council.
- Rewards and achievements are fully celebrated in school – through assemblies, class reward systems, House points, and annual events such as sports days and prize giving.
- The curriculum has been developed to include a wide range of enrichment activities.
- Lunchtime clubs are in place to support the development of the self-esteem and confidence of the students.
- The safeguarding of children is of utmost priority in school, all staff access safeguarding training – safeguarding procedures are well established in school and monitored to ensure good practice at all times.
- Many of the staff are trained as first aiders and in specific medical interventions to support individual's needs.
- Blackfriars employ a Clinical Psychologist who runs small groups sessions addressing self-esteem or sees students individually as well as working with parents.
- Through the use of Drama groups addressing emotional issues, relationships, choices.
- Close working relationship with parents and outside agencies CAMHS, Educational psychologist and social workers.
- Peer Mentor who sees all students so they are aware of her role and how she can support them if needed.
- Strong relationship with Form Teacher, TA, student and home is encouraged. Each group has an allocated Teaching Assistant to whom they can go for support
- EN funding has been used to support students with emotional difficulties to facilitate 1:1 support.
- Weekly 'Student of Concern' meetings where staff can discuss students and make everyone aware of how to support that student at that time and to form action points to address ongoing concerns.

The following additional support from external agencies is used as appropriate to support students:

- Hearing Impairment team (HI)
- Visual impairment team (VI)
- Multi-Sensory Impairment Team (MSI)
- Educational Psychologist Service
- Onsite clinical psychologist (Once a week)
- Education Welfare Officers
- Physical Disabilities and Support Service (PDSS)
- Social Services
- Onsite School Nurse
- Child and Adolescent Mental Health Services
- Family Support Worker (S<)
- Occupational Therapist .
- Onsite private Speech Therapist (Once a week)
- Entrust Careers and Connexions
- Shaw Trust
- Work Experience opportunities

Physiotherapy, speech therapy and occupational therapy are provided by the local health authority at a level deemed appropriate by them. Blackfriars employs a Clinical psychologist and a Speech Therapist in addition to the NHS. The school nurse visits weekly and regular clinics are held by the paediatricians and orthopaedic surgeons; in addition regular wheelchair, boot and splint clinics are held at the school. Dental and orthoptic services provide screening throughout the school.



Open access is extended to social services and colleagues from the voluntary services.

It is acknowledged by all working at the academy that if the best possible care is to be provided for each child then all professionals and interested parties must work closely as a team to meet the individual needs and requirements of every child.

Performance Management

The academy's SEN policy is linked to the Performance Management policy. Self-evaluation and improvement planning are key components of the Performance management policy which sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Principal and Deputy Principals, and for supporting their development within the context of the academy's plan for improving educational provision and performance to enhance student achievement, and the standards expected of teachers.

Appraisal in this academy will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. This includes teaching and supporting learners with SEN&D, It will help to ensure that teachers are able to continue to improve their professional practice through high quality CPD and to develop further as teachers.

The Appraisal process will not be used as a substitute for informal programmes of support or counselling which should precede the initiation of a formal performance improvement procedure.

Equal Opportunities

The academy is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of the academy. We promote self and mutual respect, and a caring and non-judgmental attitude throughout the academy.

How is the decision made about how much support my child will receive?

This decision will be reached in agreement with parents when the EHCP is being produced or at an annual review. Partnership working with parents is a key focus of our work so an ongoing dialogue about the meeting of needs is encouraged.

Who can I contact if I have any further concerns? If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact:

Blackfriars Academy	
The Principal	01782 297780
Blackfriars Secondary Academy	01782 297780
Secondary Class Teacher	01782 297780
Blackfriars FE Academy	01782 296300
Head of College	01782 296300
FE Class Teacher	01782 296300
For complaints please contact the Chair of Academy Council via the Blackfriars Secondary Academy telephone number	

What services are available for me as a parent?	
Staffordshire SEND Family Partnership Service	01785 356 921
www.sfpsstaffordshire.gov.uk	
More information can be found at www.staffordshire.gov.uk/sfps	
Single Point Access	03301 118 007
sendreferrals@staffordshire.gov.uk	
Information regarding the Local Offer and Market place can be found at:	
www.staffordshirecares.info/pages/.../send.../Local-offer/local-offer.aspx	

Policy review

Reviewed by Blackfriars Management Committee 180116
Ratification by Academy Council on

The Principal and staff will review this policy in January 2018