

Marine Academy Plymouth

Academy Offer – Special Educational Needs and Disabilities (SEND)

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1. General Principles

At MAP we are committed to offering an inclusive curriculum to ensure the best possible progress for all our students whatever their needs or ability.

We believe that:

- all students are entitled to a broad, balanced, relevant and differentiated curriculum, and it is the responsibility of all teaching staff to deliver this.
- all students are entitled to be valued by all staff for the individual contribution they make and therefore, are entitled to experience success and feel positive about themselves
- the members of the Academy Trust together with all teaching staff, and teaching and learning support staff accept responsibility for students with special needs. All teachers are recognised as teachers of SEND.
- more able students also have special educational needs and may require special provision or consideration, even though the needs of these children are not advertised by the SEND Code of Practice
- many students, other than those identified by the Academy may need temporary help and support during their college life as they face setbacks.

2. Definition of Special Educational Needs

The Code of Practice (2014) states that:

A child or young person has SEND 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:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- 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 mainstream post-16 institutions.

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Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition.

In assessing the needs of the student, the SENCO will listen to the student and to their parents, and take in to account their views.

3. Aims and objectives.

At Marine Academy Plymouth we aim to:

- ensure that students with special educational needs are given every opportunity to experience success, achievement and fulfilment in their work. We will ensure that students with SEND join in the activities of the Academy together with students who do not have SEND wherever possible.
- provide educational, emotional and technical support in a positive learning environment.
- ensure that staff and governors operate a system which effectively identifies and monitors the performance of students with special educational needs; to conduct regular reviews of their progress and the provision made for them as outlined in the SEND Code of Practice (2014).
- provide a system of inclusion for students who have difficulty accessing the curriculum.
- maintain, review and update a record of the needs of each SEND student and make these details available to all teaching and support staff.
- ensure that all staff and relevant outside agencies are aware of, and involved in, furthering the education of students with special educational needs and disabilities.
- continue to develop effective primary school links providing transitional information and support for students with special educational needs
- involve parents through constructive dialogue and consultation about the education of their child

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4. Identifying students with SEND.

The SENCO (Gareth Price) and the Head of Year 7 (Julia Mes) will liaise with all feeder primary schools to ensure that information on students moving up to MAP is shared effectively.

The SENCO will also listen to and liaise with the young person and their parents / carers as necessary, to assist in assessing the needs of the young person.

At the start of year 7, or on entry, all students will be screened for reading ability. This information will be used alongside data from Primary Schools to ensure that students who may need additional support with literacy and numeracy are identified at an early stage so that effective provision can be put in place.

Details of each student with Special Educational Needs including the nature of their learning disability, recommended teaching strategies, strengths and hobbies, and history of provision will be available to all teaching staff. All teaching staff will be made aware of this information and informed when any significant changes are made.

It is the responsibility of all staff to liaise with the SENCO should they have any concerns that a student may have previously unidentified Special Educational Needs. In such cases the SENCO will enlist the services of specialist professionals such as Educational Psychologists and Advisory Teachers where appropriate.

5. Assessing and reviewing student progress towards outcomes.

All students at MAP have individual academic targets, against which progress is reviewed five times during each academic year. Subject teachers, Area Leaders and the SENCO will use data from this reporting, alongside standardised scores for reading to identify when a student is not making expected levels of progress, so that appropriate action can be taken.

Where students are at SEND Support, they will have Student Passports that include desired outcomes. The views of the student regarding progress towards these outcomes alongside academic targets, as well as the views of their parents / carers will be sought, and this will be used to assess progress and inform planning, along with normal data

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used for all students. Evidence from any external professionals as well as from any informal observations will also be used.

Students with Education, Health and Care Plans (EHCPs) will have additional targets within these plans. These targets will reflect the ambitions and aspirations of the student. Progress against these targets will also be reviewed at least annually. Parents / Carers will be invited to annual reviews of EHCPs, at which point their views as well as those of the students will be sought. Relevant professionals will be invited to these reviews.

The progress of students without Education, Health and Care Plans who are on SEND Support, will be reviewed at least termly. The student, parents / carers and relevant professionals where necessary will be invited to these reviews.

6. Liaising with students and parents.

The progress of all students is reported to parents three times per year. Students, and parents of students who have EHCPs or are in the SEND support category will be invited to meet the tutor and / or SENCO each term to review progress. The views of the pupil and the parents will form a key part of these discussions. Agreed outcomes will be recorded and shared with relevant staff.

Parents will be informed of decisions to add or remove students from SEND support, in any proposed amendments to EHCPs, or if referral to outside agencies is being considered.

Parents can access the services of Plymouth Information Advice and Support for SEND who provide impartial and confidential support relating to special educational needs. They can be reached on **01752 258933 / 0800 953 1131**, email: pias@plymouth.gov.uk, <http://www.plymouthias.org.uk/>

7. Working with external professionals.

The SENCO may involve external specialists where the student continues to make less than expected progress despite internal support and interventions, or if advice regarding identification or support strategies is required. Outcomes will be recorded and shared with parents and relevant staff.

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8. Supporting students between phases of Education.

Students moving to Marine Academy from feeder primaries will be invited to take part in our enhanced Transition programme. The aims of this programme are to increase familiarity with the Academy environment and expectations, and to reduce any anxiety that the student may have.

During year 9 and year 11, all students with EHCPs will have the opportunity to meet with an advisor from Careers South West. Where necessary, visits to alternative providers such as Cornwall College will be arranged.

Specialist equipment or facilities to support SEND students may need to be purchased. This will be considered on a case by case basis, and where necessary, an application for additional funding will be made to the Local Authority.

9. Marine Academy Dyslexia Strategy

This strategy is based closely on advice contained in the Plymouth Dyslexia Guidance document and also in the SEND Code of Practice (2014), and the Rose Report (2009). The Academy firmly believes that the best place for students to learn is in the classroom, and we therefore places great emphasis on High Quality teaching which includes differentiation, to meet the needs of all students. Where necessary, additional intervention will be put in place.

Definition of Dyslexia:

- Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.
- Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.
- Dyslexia occurs across the range of intellectual abilities.
- It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.
- Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.

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- An indication of the severity and persistence of dyslexic type difficulties can be gained by examining how the student responds or has responded to interventions.

Identification of dyslexic difficulties

We are unable to diagnose dyslexia. The SENCO will work closely with teachers to identify students with dyslexic difficulties. The purpose of identification is to meet the needs of young people by providing appropriate support and effective intervention rather than finding a label.

Identification of dyslexic type difficulties will take account of:

- Previous progress and attainment including key stage two.
- Views of teacher based on performance in class and work done.
- Performance in STAR reading and Read Write Inc phonics programme where applicable.
- Views of student and parents / carers.

Strategies to Support Students with Dyslexic Type Difficulties

- High Quality teaching, differentiated in order to engage with and meet the needs of all learners.
- Promotion of a love of reading through the use of Renaissance Reading throughout Key Stage Three.
- An emphasis on literacy across the curriculum, including a common approach to marking.
- Additional support with phonics delivered through a carefully monitored phonics programme.
- Additional literacy lessons for key students where necessary.

10. Adaptations to curriculum, teaching and the learning environment.

At Marine Academy we passionately believe that all teachers are teachers of SEND. There is an expectation that teachers will be aware of the learning needs of all students that they teach, and will differentiate their teaching strategies and their resources appropriately.

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The SENCO, with the help of external professionals where appropriate, will work with staff to ensure that our very best endeavours are focussed on ensuring that every student is able to access the curriculum.

At key stage three, identified students will take part in weekly skills group sessions that focus on key literacy and numeracy targets. Additional sessions will be delivered by support staff in subject areas under the guidance of Area Leaders.

As well as receiving High Quality Teaching including differentiated curriculum, teaching strategies and resources, students may be supported in the classroom by Teaching Assistants or Higher Level Teaching Assistants. In such cases there will be an emphasis on developing independent study and life skills.

From year 9 and 10, students follow different option pathways that offer a variety of opportunities for students with different abilities and interests.

The new build has offered a great opportunity to ensure that the learning environment meets the needs of all students. Student's views have been central to developments in this area.

11. Ensuring expertise among teachers and other professional to support SEND students.

Marine Academy places great value in the professional development of our staff. Plymouth University is one of our sponsors, and it is through this link with them that many staff undertake to study towards Masters level qualifications. Adapting teaching strategies to meet the needs of all students has been a key focus of studies that all teaching staff have taken part in. Gareth Price holds the National Award for SENCOs, and works closely with Senior Leadership to ensure that a range of training opportunities are available to staff throughout the year. This training is adapted to ensure that it addresses the needs of current students.

12. Enabling students with SEND to have access to facilities and extra-curricular activities.

The SENCO works closely with specialist advisory teachers from the local authority to ensure that all students with physical or sensory needs have the best possible opportunity

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to access facilities in school. This may involve purchasing specialist equipment or making special arrangements to assist a student with moving around the Academy site.

At Marine Academy we have a range of extra –curricular activities and off-site visits happening throughout the year that are available to each and every student including SEND students. These students may also take part in activities developed through our Marine specialism and through our association with Plymouth University. When appropriate, extra-curricular activities specifically tailored to SEND students are delivered.

13. Supporting and improving social and emotional development.

At Marine Academy Assistant Vice-Principal Matthew Bindon leads Care to Achieve. This involves working with the pastoral teams – Heads of Houses and Tutors, as well as the SENCO and the designated Child Protection Officer, to ensure that all students are fit for learning in the class room. The services of a trained counsellor are bought in by the Academy and are available to students.

During morning registration all students have the opportunity to speak to their tutor, and to take part in activities the address spiritual, moral or health related issues.

Students identified with social and emotional issues may partake in group or one to one intervention programmes organised by the SENCO.

MAP commissions the services of both an Educational Psychologist and a Clinical Psychologist. Both work regularly with MAP students both in small groups and individually. This is in order to assess the needs of the students, and to help the students to develop improved emotional literacy and well-being and to help ensure that students are fit for learning. They also train staff to develop their capacity to meet the needs of all students.

When appropriate, advice or intervention from other external professionals will be sought.

14. Types of SEND catered for at MAP.

Marine Academy will endeavour to meet the needs of all students whom the Local Authority place in mainstream education. Every effort will be made to ensure that reasonable adjustments are made where necessary to cater for students with physical or learning disabilities.

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In deciding whether to admit pupils with learning difficulties, the Governing Body must be satisfied that the school can genuinely meet their needs as individuals and can at the same time continue to meet the needs of other pupils.

15. Alternative provision.

Marine Academy works closely with off-site providers to ensure that the needs of all students with social, emotional and mental health difficulties are catered for. These providers include ACE / Alternative Complimentary Education Services, and the Secondary Inclusion Programme (SIP.)

16. Complaints procedure.

Marine Academy will endeavour to work closely with parents of SEND students, and will endeavour in the first instance to resolve any disagreements through constructive dialogue.

If a parent feels that the college is failing to comply with its legal requirements with regard to its SEND provision, or is unreasonable in the way that it complies with them, s/he can make a formal complaint, in writing, to the Academy Trust. Finally, if dissatisfied with the Academy Trust's response, the complaint can be forwarded to the Secretary of State for Education. For additional information please refer to the Academy's complaints policy.

Links:

Plymouth online directory (the POD)

www.plymouthonlinedirectory.com

SEND Strategic advice and support; Local offer.

<http://www.plymouthonlinedirectory.com/kb5/plymouth/directory/service.page?id=TAKSV2dAALk&directorychannel=0>

Plymouth Independent Advice and Support for SEND

<http://www.plymouthias.org.uk>

ACE Schools Multi-academy Trust

www.ace.plymouth.sch.uk



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