

St Anne's Academy

Special Educational Needs and Disability [SEND] Policy

SENCO	Jenny Arif BA (Hons) PGCE SENCO Award	jenny.arif@stannesacademy.org.uk 0161 643 2643
Assistant SENCO	Emily Tansley BA (Hons) QTS Working towards SENCO Award	emily.tansley@stannesacademy.org.uk 0161 643 2643

Reviewed and approved by	Endorsed by (if appropriate)	Date of next review
Standards Committee 9 June 2015	Governing Board 7 July 2015	Summer 2018
Standards Committee 6 June 2017	Governing Board 5 July 2017	Autumn 2020

SPECIAL EDUCATIONAL NEEDS POLICY FOR ST ANNE'S ACADEMY

St Anne's Academy
Hollin Lane
Middleton
M24 6XN
0161 643 2643

Academy Mission Statement

Faith

We keep Christian values at the centre of everything we do.

Ambition

We strive to achieve our best.

Multicultural

We strive to be accepting and supportive of all students and staff and value each and every individual.

Independence

To take responsibility for our own learning.

Lifelong Learners

Developing knowledge and skillset in preparation for life as a global citizen.

Your Future

Nurturing self-esteem to equip individuals with the skills and values for a successful future.

The Academy Mission Statement was created by Academy Student Leadership Representatives in November 2015.

This policy, and its associated procedures and protocols, is based on these key principles.

November 2018

www.stannesacademy.org.uk
admin@stannesacademy.org.uk

Interim Executive Headteacher:	Mrs Lynn Nicholls
Special Educational Needs Co-ordinator:	Mrs Jenny Arif
Assistant Special Educational Needs Co-ordinator:	Miss Emily Tansley
Chair of Governors:	Mr Terence Linden
SEN Governor:	Mrs Yvonne Mills
Designated Teacher for Looked After Children:	Mr Andrew Chapman
Designated Safeguarding Lead:	Mrs Hazel Robinson

All references in this document to the Local Authority/School means the Governing Board of St Anne's Academy.

At St Anne's Academy, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities. Our educational aims for students with special educational needs and/or disabilities are the same as those for all students in the school.

Additional information may also be contained in the following related documents:

- Anti-Bullying Policy
- Single Equality & Community Cohesion Policy
- Safeguarding Policy
- Accessibility Plan
- Supporting Pupils at School with Medical Conditions [DfE Guidance]
- Medical Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Students at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the School's SENCO and SEN Governor in cooperation with the Chair of Governors, all staff and a working party of parents of students with SEND.

This policy is also available in the large print on request. If you would prefer to talk to someone about this policy then please contact the SENCO.

What are Special Educational Needs?

Definitions of special educational needs (SEN) taken from SEND code of practice 0 – 25 years 2014

A student 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 student of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a 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 mainstream post-16 institutions.

A student under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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

Persistent disruptive or withdrawn behaviours do not necessarily mean a child has SEN (Special Educational and Disability code of practice April 2014).

Where there are concerns we will assess to determine causal factors such as: undiagnosed learning difficulties, difficulties with compunction or mental health issues. If housing, family or other domestic circumstances may be contributing to the concerning behaviour then we will adopt a multi-agency approach. We will also be alert to other events that may lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but can have a significant impact on well-being. We will make appropriate provision to meet such short term needs. Where there are persistent long lasting difficulties school will consider whether a child will benefit from being assessed for SEN.

Slow progress and low attainment do not necessarily mean a child has SEN. However they may be an indicator of a range of learning difficulties or disabilities. Equally it should not be assumed that attainment alongside chronological age means there is no learning disability. Some learning difficulties and disabilities occur across the range of cognitive abilities and left unaddressed may result in disaffection, emotional or behavioural difficulties.

Similarly there are other areas that may impact on progress and attainment but might not be considered SEN such as:

Disability (code of practice outlines the reasonable adjustments duty for all settings and schools provided under current Disability Equality legislation these alone do not constitute SEN)

Attendance and punctuality

Health and Welfare

Being in receipt of Pupil Premium Grant Being a Looked After child

Being a child of a serviceman/woman

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The SEND Local Offer is a resource which is designed to support students and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Rochdale that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. You can access Rochdale's Local Offer at:

<https://www.ourrochdale.org.uk/kb5/rochdale/directory/localoffer.page?localofferchannel=0>

Introduction

This policy sets out our approach to supporting students with special educational needs (SEN) and is formally reviewed every 3 years. Additional detailed information about our current provision for students with SEN is available in our SEN information report which is updated annually and our local offer. This is available here -

<http://www.stannesacademy.org.uk/index.php/curriculum/send>

1. Aims:

At St Anne's Academy we aim to provide a safe, happy and well-ordered community in which students can be valued as individuals. We seek to provide an atmosphere in school where parents, staff, governors and students can work safely together in a spirit of cooperation.

Our aims in teaching are that:

- All students are entitled to a broad and balanced curriculum.
- all students will have learning opportunities to extend their knowledge, understanding and skills.
- these opportunities will promote independence and self-motivation; they will develop individual talents and raise self-esteem for all students. .

Principles of the SEN Policy:

There are 4 principles that are essential to developing a Special Needs Policy and providing an inclusive curriculum:

[a] setting suitable learning challenges - giving every student the opportunity to experience success in learning and to achieve as high a standard as possible.

[b] responding to students' diverse learning needs – planning approaches to teaching and learning so that all students can take part in lessons fully and effectively.

[c] overcoming potential barriers to learning and assessment for individuals and groups of students - ensuring that curriculum planning and assessment highlight the type and extent of difficulty experienced by the student, so that support can be given.

[d] having policies and procedures in place to ensure that all students, whatever their needs, are safe in school.

Therefore at St Anne's Academy we believe that in pursuit of our aims we will:

- Ensure that any student's special educational needs are identified early through early identification and on-going assessment. This is most effectively done by gathering information from parents, education, health and care services and early years settings / primary schools prior to the student's entry into our school. We monitor the progress of all students in order to aid the identification of students with SEN. Continuous monitoring of those students with SEN by their teachers will help to ensure that they are able to reach their full potential. Regularly review this progress, taking into account the views of the student, parents and professionals involved.
- Make appropriate provision to overcome all barriers to learning and ensure students with SEN have full access to the National Curriculum. This will be co-ordinated by the SENCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for.
- Work with parents to gain a better understanding of their student, and involve them in all stages of their student's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their student's progress.

- Work with and in support of outside agencies when the students' needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Rochdale Additional Needs Service, SEN Assessment Team, Speech and Language Therapy, Students and Adult Mental Health Service (CAMHS), Positive Steps.
- Create a school environment where students can contribute to their own learning. This means encouraging relationships with adults in school where students feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all students at regular intervals. Student participation is encouraged through school by wider opportunities such as student council, residential visits, school plays, sports teams, student mentors and prefects.
- Raise staff awareness and expertise of SEND issues through ongoing training. Ensure all staff are regularly trained in safeguarding procedures and aware of the potential safeguarding issues relating to vulnerable students such as those with limited speech or social difficulties.
- High quality provision is essential in meeting the needs of children and young people with SEN. We will provide high quality teaching that is differentiated and personalised. Some children will need educational provision that is additional to or different from this. We believe that SEN provision is underpinned by high quality teaching and is compromised by anything less.
- Make every reasonable adjustment possible to ensure access and inclusion.
- Promote the achievements of children with SEN and ensure that all teachers are aware of their responsibilities for children with SEN.

At St Anne's Academy we will:

- Ensure decisions are informed by parents and children
- Have high ambitions and set stretching targets
- Track progress towards goals
- Keep under review any additional or different provision
- Promote positive outcomes in the wider areas of personal and social development
- Ensure that approaches used are based on best possible evidence and are having an impact on progress

2. Roles and Responsibilities:

Governing Board:

In conjunction with the Principal:

- they will determine the school's general policy with approach to provision for students with special educational needs, establish the staffing and funding arrangements and maintain a general oversight of the school's work.
- appoint an SEN link governor to take a particular interest in and closely monitor the school's work on behalf of students with special educational needs.

The Principal:

The Principal:

- has responsibility for the day to day management of all aspects of the school's work, including provision for students with special educational needs.
- will keep the Governing Board fully informed about the provision for students with special educational needs.
- will work closely with the school's SENCo.

- will ensure that all staff are aware and suitably trained with regards the issues related to the safeguarding of vulnerable students, including those with special educational needs.

SENCo:

The SENCo will :

- work closely with the Principal to help determine the strategic development of the SEN policy and provision.
- have responsibility for the day to day operation of the school's SEN policy.
- have responsibility for co-ordinating provision, (through the use of a provision map) for students with special educational needs, particularly through School Action and School Action Plus.
- have responsibility for liaising with parents and external agencies, including the LA's support and educational psychology services, health and social services, and voluntary bodies.
- advise and supporting other practitioners in the setting through practical advice, teaching strategies and information about types of special educational needs and disabilities.
- ensure that appropriate IPMs (Individual Provision Maps), IBPs (Individual Behaviour Plans), Personal Support Plans (PSPs) and Education Health Care Plans are in place.
- ensure that relevant information about individual students with special educational needs is regularly collected, recorded and updated.
- co-ordinate Annual Reviews for students with statement/EHC plans and regular reviews for students at SEN Support.
- raise staff awareness and expertise of SEND issues through INSET and CPD opportunities.
- ensure that there are adequate transition arrangements for students with specific needs between different schools and settings.
- ensure that students that require Exam access are tested and get the appropriate support to meet their needs.
- ensure that all staff have access to appropriate CPD.

Teaching and Support Staff:

The teaching and support staff will

- be aware of the school's procedures for identifying, assessing and making provision for students with special educational needs.
- be aware of their responsibility to students with special educational needs as defined in the Teacher's Conditions of Service.
- take into account the type and extent of difficulty experienced by the student when planning the curriculum [i.e. through differentiated activities] and assessment.
- take specific action to provide access to learning, for students with special educational needs, working closely with representatives of other agencies who may be supporting the student, by:

[a] providing for students who need help with communication, language and literacy.

[b] planning, where necessary, to develop students' understanding through the use of all available senses and experiences.

- [c] planning for students' full participation in learning and in physical and practical activities.
- [d] helping students to manage their behaviour, to take part in learning effectively and safely.
- [e] helping individuals to manage their emotions, particularly trauma or stress and to take part in learning.
- [f] providing support for students in the form of personal passports to help with transition from one class teacher to the next.
- [g] Making reasonable adjustments for all children with SEN.

- Any contact they have had with outside agencies, information from parents or incidents in school that have caused concern should be recorded using a neutral form on CPOMS.
- ensure that there are adequate transition arrangements for students with specific needs made between staff and between class changes.

3. Admission Arrangements

Please refer to the information contained on our website. The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes students with any level of SEN; those with Education, Health and Care Plans and those without.

4. Identification of Special Educational Needs:

At St Anne's we recognise that early identification and assessment of special educational needs is necessary to provide greater educational opportunities for each student. This cannot be regarded as a single event but as an ongoing process throughout a school year.

We recognise that students have a special educational need if they:

- begin Year 7 with a Statement of Special Educational Needs or Educational Health Care Plan.
- are in the process of being assessed with regard to a statement of special educational needs or Education Health Care Plan, when they begin Year 7.
- have been identified as having a special educational need in a previous school or early years setting.
- are experiencing learning difficulties significantly greater than the majority of students of the same age.
- are experiencing emotional difficulties that impact on their learning or behaviour within the school environment.
- are experiencing social difficulties that impact on their learning or behaviour within the school environment.
- have a physical disability which either prevents or hinders them from making use of the educational facilities of a kind provided for students of the same age.
- have a serious medical problem which has implications for the learning process.
- are identified as having learning difficulties by previous assessments such as the Early Years Profile assessment.

To help identify students who may have special educational needs, St Anne's Academy will measure progress by referring to:

- the student's performance monitored by the teacher as part of ongoing observation and assessment.
- the outcomes from a variety of assessment appropriate to the student's needs

- the student's performance against descriptors within the National Curriculum at the end of a key stage.
- performance or attainment in external assessments such as GCSEs, A Levels and Vocational Courses.
- standardised screening or assessment tools.
- expressions of concern by parents, and take account of any information that parents provide about their student.

A Graduated Approach:

In order to help all students who have special educational needs, St Anne's will adopt a graduated response that encompasses an array of strategies and recognises a continuum of special educational needs. The school will adopt and closely follow the SEN Code of Practice on the Identification and Assessment of Students with Special Educational Needs.

The following principles, which are central to the Code, shall be regarded:

- provision for a student with special educational needs should match the nature of their needs.
- there should be careful, regular recording of a student's special educational needs, the action taken and the outcomes.
- There should be a plan, do, assess, review cycle of provision.

Quality First Teaching:

All students will have the opportunity to experience high-quality everyday personalised teaching. Special Educational needs provision is underpinned by high quality teaching and is compromised by anything less. Such teaching will, for example, be based on clear objectives that are shared with students and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning.

Visual: An example of this type of learning would be the use of diagrams.

Auditory: An example of this type of learning would be stressing key words.

Kinaesthetic: An example of this type of learning would be to use a "hands-on" approach.

http://www.brainboxx.co.uk/a3_aspects/pages/VAK.htm

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from Teaching Assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Quality of teaching is regularly reviewed in school to ensure that all students make progress. At St Anne's we want our students to:

- Achieve their best.
- Become confident individuals and lead fulfilling lives.
- Make a successful transition to adulthood, employment, further/ higher education or training.

If, despite the above general provision, a teacher has concerns about a student's progress then that teacher shall seek support from the SENCo. The SENCo records and dates that concern and makes arrangements for the teacher to monitor the student's progress. Once this concern has been registered the class teacher will work closely with the student in the normal class room context, observing the student's progress and behaviour and ensuring any extra help available will be targeted for the student e.g. Teaching Assistant. There will also be informal discussion with the parent/carers at this point so that parents are aware their student is being monitored. If the class teacher is still concerned after a period of monitoring a decision will be made for the class teacher to meet with the parents for consultation about the student's needs. A decision may be reached at the meeting to begin SEN Support.

SEN Support:

If it is determined that a student does have SEN, parents will be formally advised of this and the student will be added to the SEN register at SEN Support. The class teacher will provide interventions that are additional to and different from those provided as part of the school's usual differentiated curriculum and strategies.

The triggers for intervention through SEN Support could be the teacher's or others' concerns, underpinned by evidence, about a student who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in the student's identified area of weakness.

Lack of progress can be characterised by failing to match or better a previous rate of progress, failing to close the attainment gap, widening the attainment gap or significantly slower progress than peers starting from the same baseline.

- Shows signs of difficulty in developing literacy and mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of additional equipment.
- Have communication and/or interaction difficulties.

Students at this stage will be offered extra support from the schools resources, within the context of an SEN Support Plan.

The SEN Support Plan will be drawn up through consultation with the student, their parents and teacher(s) and will contain:

- Information about the student – e.g. their strengths and difficulties, their opinions and aspirations.
- The short term outcomes sought for or by the student.
- The teaching strategies to be used.
- The support and provision to be put in place.
- Success criteria.
- Longer term outcomes sought for or by the student.
- When the plan is to be reviewed.

All those working with the student, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

The class teacher is responsible for evidencing the progress according to the outcomes described in the plan and is responsible for monitoring the student's progress on a termly basis.

External Support Services:

If deemed appropriate to the student's needs and with agreement from parents, we may request input from external support services such as Educational Psychology, Rochdale Additional Needs Service or Health Professionals such as Speech and Language Therapy, CAMHS and Occupational Therapy.

The triggers for this could be that the student:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at levels substantially below that expected of student of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the student's own learning or that of the class group, despite having an individualised management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

External support services will usually see the student, in school if that is appropriate and practicable, so that they can advise teachers on new support plans with fresh outcomes and accompanying strategies. Support from outside services is coordinated by the SENCo, either through a single agency referral or an Early Health Assessment referral. Parents and students (where appropriate) are actively involved in this referral process.

Referral for an Education, Health and Care Plan:

If a student has lifelong or significant difficulties they may undergo a Statutory Assessment which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the student are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan (known in Rochdale as a My Plan) will be taken at an SEN Support review.

The application for an Education, Health and Care Plan will combine information from a variety of sources appropriate to the student's needs including some or all of the following:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

- Educational Psychologist
- Other External Support Services

Information will be gathered relating to the current provision, actions that have been taken, and the preliminary review of outcomes set. A decision will be made by a group of people from education, health and social care as to whether the student is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the Rochdale's Local Offer.

Education, Health and Care Plans [EHC Plans]

- Following an EHC Needs Assessment, an EHC Plan will be provided by the Local Authority, if it is decided that the student's needs cannot be met by the support that is ordinarily available within school. The school and the student's parents will be involved in developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the student. The annual review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

5. Managing Students' Needs on the SEN List:

Once a student has been entered on the SEN list, formal records are kept in individual files, arranged by year group, in the locked filing cabinet in the IEU. They are also available electronically on the Staff Shared drive.

Records are accessible to all teachers and professionals in consultation with the SENCo.

Class teachers of students with a Statement of SEN or an EHC Plan have access to an up-to-date copy of the current Individual Provision Map.

The SENCo will be responsible for maintaining the SEN List. This will be kept on the Staff Shared Drive and includes those students at SEN Support and who have a Statement of SEN or EHC Plan.

Provision mapping is a process which is used to identify, plan and implement interventions specific to student's identified needs. These can be group or individual provision maps and detail the intervention, how often it is to take place, who leads the intervention and the outcomes achieved. These documents run both independently of and alongside SEN Support Plans for students and are monitored by the SENCo.

Students at St Anne's who have medical needs will not be placed on the SEN List unless they have a Statement for their medical needs or their condition is significant enough to affect learning achievement or the health and safety of themselves or others. Parents should inform class teachers of any medical conditions either by a letter, telephone call or via a face to face meeting and the class teacher will then liaise with the SENCo in order that a Care Plan can be written. Please see our Managing Students with Medical Conditions in School Policy for further information.

<http://www.stannesacademy.org.uk/index.php/policies>

6. Safeguarding:

At St Anne's Academy, we recognise that students with special educational needs are more vulnerable to abuse, exploitation and bullying. If abuse, exploitation or bullying is identified we will follow the guidelines laid out in our Safeguarding Policy and Anti-bullying Policy. We will actively promote positive relationships in these areas to prevent abuse, exploitation and bullying. We have consulted guidance on bullying issues:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

7. Promoting Equality:

At St Anne's Academy we are of our duties under the Equality Act 2010. In particular we will not discriminate against, harass or victimise disabled children. We will make reasonable adjustments including the provision of auxiliary aids and services, to prevent them from being put at substantial disadvantage. We will foster good relations, promote inclusive practice and remove barriers to learning for children with SEN and children with disabilities. For further details please refer to our Single Equality and Community Cohesion Policy and Accessibility Plan.

<http://www.stannesacademy.org.uk/index.php/policies>

8. Medical Conditions:

We are aware of our duty to make arrangements to support students with medical conditions.

Individual health care plans are in place to specify the type and level of support required. For children with SEN we coordinate the health care plan communication with the school nurses, the SENCo and other professionals, parents and child to provide a holistic programme of support. We will have due regard to the statutory guidance entitled "Supporting Pupils at School with Medical Conditions" (DfE 2014).

9. Working in Partnership with Parents and Carers:

At St Anne's Academy we believe that a close working relationship with parents and carers is vital in order to ensure:

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision.
- b) continuing social and academic progress of students with SEN.
- c) personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parents and carers is necessary, this will be arranged based on the individual student's needs.

The SENCo may also signpost parents and carers of students with SEN to the local authority Parent Partnership service when independent advice, guidance and support is required or parents can access this service themselves via –

<http://rochdale.fsd.org.uk/kb5/rochdale/fsd/organisation.page?id=gICb-bL0s9s>

If an assessment or referral indicates that a student has additional learning needs the parents and the student will always be consulted with regards to future provision. Parents and carers are invited to attend meetings with external agencies regarding their student, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

The Academy's SEN Governor may be contacted at any time in relation to SEN issues.

10. Involving Students/Young People:

At St Anne's Academy, we are committed to listening to the student's voice and involving students with SEN in decisions about their learning. Person centred planning and thinking will be used to:

- Ensure the views, wishes and feelings of students are at the forefront of all decisions.
- Provide students with the information and support necessary to enable full participation in decision making.
- Ensure that our work with students supports their development and helps them achieve the best possible educational and other outcomes, and prepares them effectively for adulthood.

11. Complaints Procedures:

If there are any disagreements with parents about SEN support for their student, we will work with them to try to resolve these. In the first instance, parents should ask to speak to the class teacher about their concerns or contact the SENCo/Principal. Further information about how to make a complaint is held within the school's complaints procedure. Details about this are available from the school office or on the school website.

<http://www.stannesacademy.org.uk/index.php/policies>

12. Monitoring and Evaluation:

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and students throughout the year. This is done in the form of an annual parent and student questionnaire, discussion and through progress meetings with parents.

Student progress will be monitored on a termly basis in line with the SEN Code of Practice.

SEN provision and interventions are recorded on an individual provision map, which is updated when the intervention is changed. These documents are updated and monitored by the SENCo. They reflect information passed on by the SENCo at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCo and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

This policy will be monitored yearly and updated as new legislation needs to be incorporated. Staff will regularly receive opportunities to discuss and evaluate the management of the procedures and protocols within the school.

13. Data Protection:

We are required to make data on the levels and types of SEN within the school available to the Local Authority. This data collected through the School Census, is also required to produce the national SEN information report.

Education Health Care plans (EHC plans) will be kept securely so that unauthorised persons do not have access to them. EHC plans will not be disclosed without the consent of the student's parents or the student, except for specified purposes or in the interests of the student.

See our Data Protection Policy for more information.

<http://www.stannesacademy.org.uk/index.php/policies>

14. Parent Voice Consultation on the Academy SEND Policy:

- May / June 2017