

**John  
Cabot  
Academy**

**SEN Policy**

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Date Adopted: July 2017 , John Cabot Academy  
Review Date: July 2018

**POLICY STATEMENT**

**The aim of this policy is to communicate the steps John Cabot Academy will take to enable all students, but especially those with an identified special need, to make progress in their learning and development during their time at the Academy.**

1. John Cabot Academy is a mixed ability secondary school that caters for students with a wide variety of abilities, special learning requirements and disabilities.
2. The Academy follows the DfE's current Code of Practice for special educational needs, that every teacher is a teacher of every child or young person including those with SEND. The principle of Quality First Teaching, meeting the needs all learners in the classroom is focus.
3. The major cause of learning difficulties can be the curriculum and the way it is presented. The impact of learning difficulties can be reduced by the design and presentation of the ordinary curriculum. As such, teachers are responsible for ensuring the academic progress of students in their classes by the adoption of appropriate teaching and learning strategies as suggested in the [Student Passports](#). These strategies include appropriate differentiation of learning tasks by method, materials and resources. The aim is that we help students progress, not just academically but in relation to all their needs.
4. The environment of the Academy and of individual classrooms can also have a dramatic effect on some Special Needs students. Adjustments will be made to expectations for individual students to allow them to move around the Academy at appropriate times. Whilst it is unfeasible to completely alter the learning environment in each classroom for every lesson depending on the needs of the student, staff will take into account these needs when arranging seating plans and planning lessons. This will also apply when students are sitting examinations.
5. For those students who find unstructured social times difficult, quiet, calmer areas can be found within learning support. Duty staff at break and lunchtimes may need to be specifically briefed on how to respond to individual students.
6. Teachers and learning support staff work together in planning, producing and operating programmes of learning for students experiencing learning difficulties. This information will be shared as appropriate with cover or supply staff.
7. SEN may be supported in various ways: differentiated classroom resources, LSA support, setting, smaller class sizes for lower ability sets, delivery of interventions, extra mentoring, purchase of external agency advice and input, specialist resources, alternative curriculum delivery and accreditation and, where appropriate, off site provision. As such, students who have extra funding assigned to them may have that funding spent on any of the above. These interventions could also be in place for SEN students who are not in receipt of any funding.
8. Students with learning difficulties normally spend their time working with their peers in mainstream classes, helped by their class teacher or learning support assistant. Extraction from lessons will normally only be considered for a fixed period of time or when learning in the mainstream has consistently proved not possible, or to enable a specific intervention to be implemented which in turn will aim to help the child in a holistic way.
9. During times of tests/exams/controlled assessments there may be increased demand on LSAs to provide 1 to 1 support in the form of scribing for a student. This may mean support is temporarily changed/or reduced for some students, lessons or interventions.

10. External agencies are consulted whenever it is considered to be appropriate and will be done following liaison with parents. As a school, we do not have anyone qualified to carry out an official Dyslexia diagnosis; this would have to be pursued privately by parents, either through their GP or by contacting the Dyslexia Action Centre directly. SEN department may also be able to recommend other cost effective ways of having a diagnostic assessment. We do have (very limited) capacity to carry out a screening assessment to indicate whether or not a full assessment might be worth pursuing; this is usually only done when both school and home are in agreement that it is necessary. With accordance of the SEN Code of Practice, we expect teachers to be meeting the needs of all students, including those with dyslexia (or a high probability of dyslexia) with appropriate differentiation as laid out in Student Passports.
11. The Academy's SENCo has overall responsibility for the day to day running of the Learning Support Department, the line management of the team of LSAs and the implementation of the SEN Policy. The SENCo will coordinate provision for students with SEN, and ensure up to date information is available to staff as well as advising on strategies for successful integration and teaching of students with SEN.
12. The SENCo is also responsible for monitoring and evaluating the impact of the SEN provision. The monitoring will include the analysis of the achievement data by SEN cohort as well as the more specific monitoring of bespoke interventions such as Lexia.
13. All staff at the Academy have a responsibility to register any cause for concern they may have about a student's learning needs with the Academy's SENCo. Students' special educational needs may be identified by anyone involved with the student's education. If a student is identified as potentially having SEN, parents will be informed and invited to discuss the situation further. Staff are also responsible for highlighting any concerns they have about the progress of SEN students, whilst demonstrating the steps they have taken to address the lack of progress.
14. The Academy will undertake its statutory responsibility to review students' statements of special educational needs or EHCP annually, in conjunction with the Local Education Authorities. There will also be bi-termly reviews for students who do not have a statement or EHCP.
15. Faculties are responsible for providing appropriate materials for students of all ability levels.
16. We aim to ensure The Academy, its grounds and the facilities therein are accessible to students who have physical disabilities. If prospective parents have any concerns, they should contact John Cabot Academy first to ensure the environment is suitable to meet their child's physical or medical needs.
17. Senior Leadership, Heads of Community and Lead and Link Tutors are responsible for the pastoral care and tutorial provision for all students. Learning Support Assistants may also undertake this pastoral responsibility in certain cases.
18. Students with SEN are equally included and invited to attend any extracurricular activities, such as extended day activities and trips, provided Health & Safety and behaviour requirements are met.
19. If parents are unhappy with anything to do with their child's SEN provision or anything to do with the policy, they should, in the first instance, make contact with the SENCo. If a cause for concern still remains after an agreed period of time, the Vice Principal or Assistant Principal for Inclusion should be contacted and, failing successful resolution, the Principal.
20. Further guidance for parents can be found on the National Parent Partnership Network website and at <https://www.gov.uk/government/publications/special-educational-needs-sen-a-guide-for-parents-and-carers-revised-2009>

**Key staff**

Kate Willis – Vice Principal  
Gethin Howells –SENCo  
Charlotte Crew – Deputy SENCo

**Implementation Date**

July 2017

**Review Period**

1 year

**Policy last reviewed**

July 2017

**Person responsible for policy**

SENCo

**Who this policy applies to**

All staff

**Procedures in support of this policy**

**Relevant Policies**

Attendance Policy, Inclusion Policy, Behaviour Policy, Child Protection Policy, Teaching & Learning Policy.

The SENCo, along with other leaders in the Academy, is responsible for proactively celebrating the diversity that different students bring to the Academy. They will also challenge any assumptions and prejudices that students may face.

**July 2017**