Spalding Academy – Aspire / Challenge / Achieve
Special Educational Needs Strategy – SEN First

Provision for students with special educational needs and disabilities at Spalding Academy is exceptional.
As with all of our students we are relentlessly ambitious for them to be successful, both academically and personally.
We have ingrained outstanding practice into the very core of the school's ethos, making it a natural part of our provision for students with additional needs.

Our aims and ambitions for our students with SEN

The Trust follows the SEN Code of Practice to ensure that:

- All students to have access to a broad and balanced curriculum;
- Students' needs are identified and assessed;
- Educational provision for each student matches their needs;
- Students' and parents' views and wishes are considered;
- Students' needs, progress and outcomes of interventions are recorded accurately.

The Trust works in partnership with the local authority and all professionals to support all students and enable each student to achieve their potential both academically and with their social and emotional development.

We strive to promote individual confidence and positive attitudes and enable every student to experience success. We regard every student as having individual needs and each student has an equal opportunity to work to their full potential so that they will learn to appreciate and value their own strengths. We aim to ensure that each student feels equally valued within the Trust community.
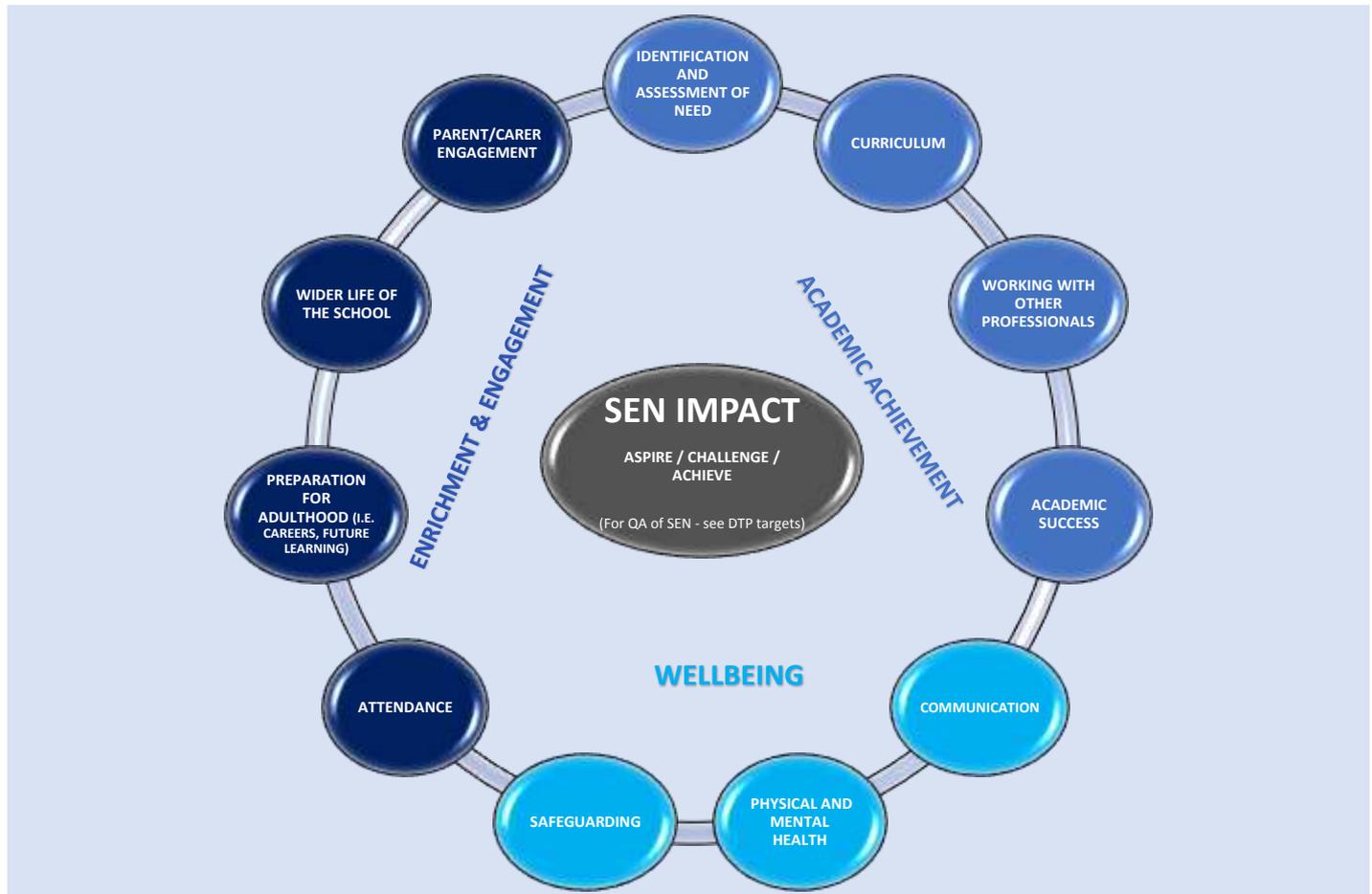
SEN REGISTER CATEGORY DEFINITIONS:

TIER 1:	TIER 2:	TIER 3:	TIER 4:	TIER 5:
QUALITY FIRST TEACHING **NO SEN – N CODE**	**ADDITIONAL NEEDS** **AN REG**	**SEN SUPPORT** **K REG**	**EHCP** **E CODE**	**Exceptional Circumstances**
Students in this tier have no additional needs and the excellent teaching they receive in lessons is sufficient for them to make at least good progress. Therefore, no additional support needed over and above normal in class teacher support and differentiation. Please complete a teaching and learning referral form if you are concerned about any student in this group.	Students in this tier will have an additional learning or physical need that you need to be aware of when planning for in the classroom. Students in Tier 2 – the AN register, will not necessarily have a student passport or need SEN Department support. Please complete a teaching and learning referral form if you are concerned about any student in this group.	Students in Tier 3 will have an additional learning or physical need that you need to be aware of when planning your lessons. Students in Tier 3 – the K Register will also be receiving either short term or long term planned intervention and/or other support from the SEN department – i.e: External agency support – i.e. SALT; 1.1 Intervention; SS2 Support; In Class TA Support (only if necessary); examination access arrangements.	Students in this tier will be in receipt of an Education Health & Care Plan (EHCP) issued by the Local Authority. For students on Tier 4 – the E Code, the outcomes of these plans are attached to sims and you will be asked to comment on the student's progress towards them for their Annual Review Meeting.	**Exceptional Circumstances** Students in this tier will have an SEN need but will be subject to specific barriers to learning that mean the SEN team are unable to access the students to give the required SEN support. These students will be transferred to the AN Register. There will be significant exceptional circumstances surrounding these students, which will be illustrated through case studies for every case.

For any other queries re: SEN please refer to the SEN Handbook or attend the 'Staff SEN Drop In' session – Friday 13.20-13.50pm

THE SEN REGISTER:

In order to ensure that the needs of all students are met all staff need to be aware of the nature of their needs: to this end students are placed in one of 5 tiers as defined below.

It is vital for high quality provision that there is a robust mechanism in place to identify movement between different levels of support. All students are reviewed by the SENCO and data manager three times year to identify any students who may need to move to a different category of support. In addition, students can be referred at any point in the school year by classroom or pastoral staff for review and assessment by the SENCO.

Tier 1: Quality First Teaching
Students requiring no additional support (no code or N)

The SEND Code of Practice 2014 makes it clear that teachers are responsible for the progress and development of all the pupils in their class – and that high quality teaching, differentiated for individual pupils, is the first step in responding to pupil needs, for example:

- The teacher has the highest possible expectations of all students in their class
- All teaching builds on what each student already knows, can do and understand
- Lessons are appropriately differentiated, which means different ways of teaching are in place so that each student can access the lesson and is fully involved in their learning.
- On-going assessment within the day-to-day framework of the classroom of each students' progress to identify any gap or gaps in their understanding/learning

For the majority of our students, the excellent teaching which they receive in lessons coupled with the outstanding pastoral support in place across the Trust is sufficient.

Tier 2: Additional Needs Register
Students with additional needs not currently requiring additional support (AN)

The purpose of the additional needs register is to ensure that no students' needs go unmet. Students on the additional needs register are not currently in receipt of provision which is additional to and different from Tier 1 students, however they have needs or a disability which classroom teachers need to be aware of as part of their normal planning. This category may include:

- Students who have been previously in receipt of additional support (Tier 3)
- Students with a diagnosis such as ASD, ADHD or dyslexia who are not currently receiving additional support
- Students with a disability or health condition which does not currently require additional support
- Students with an SEN Student Passport
- Students receiving informal support from the SEN department
- Examination Access Arrangements
- Prioritised forensic marking of SEN student books

Tier 3: SEN K Register
Students requiring support which is different from and additional to the support required by other students (K)

Students in this tier are in receipt of additional support in order for them to make progress which is in line with or better than their peers. This may include students with a formal diagnosis but may also include students who have been screened by the SEN department. This support may be short or long term and could include:

- An SEN student passport
- Formal, planned short or long term intervention/support in the SEN department, either small group or 1:1
- Support in our SS2 Student Support Room
- Mentoring with a member of the SEN department
- Examination access arrangements
- Work with an external specialist e.g. SALT, WTT etc.
- In class teaching assistant support
- Examination Access Arrangements
- Prioritised forensic marking of SEN student books

Tier 4: EHCP
Students requiring a highly personalised programme of support which is different from and additional to the support required by other students (E)

Students in this tier have an Education and Health Care Plan issued by the Local Authority. This tier includes students who enter the school with a plan in place and additionally students who have been identified by the robust processes in the Trust's Graduated Approach as requiring additional support over and above those students on the SEN K register.

Tier 5: EHCP
Exceptional Circumstances

Students in this tier will have an SEN need but will be subject to specific barriers to learning that mean the SEN team are unable to access the students to give the required SEN support. These students will be transferred to the AN Register. There will be exceptional circumstances surrounding these students, which will be illustrated through case studies for every case.