

SEND Access Booklet Special Educational Needs And Disabilities

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Approved Q & S Gobs – June 15
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Introduction

The aims and intentions of this booklet are to outline difficulties and disabilities that young people may face and the strategies that can be used to support students and increase their access to the curriculum. This booklet should be read in conjunction with the SEN Policy and SEN School Information Report which has been published on the Academy's website. There are four main categories of SEND need as identified by the SEN Code of Practice 2014. These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Needs
- Sensory and Physical Needs

Communication and Interaction Difficulties

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Access for students with Communication and Interaction Difficulties:

- Highly differentiated and personalised learning approaches embedded through high quality teaching and learning.
- Visual work structures and Visual timetables help students to understand what to expect throughout the day and during lessons.
- Students with ASD may need help to access social situations (this can be delivered via circle time, peer mentoring and via support from CIASS –Communication, Interaction and Autism Support Service).
- Students may also receive support during an ASD social group led by an Autism Champion (Mrs Winterburn) in school.
- Students may prefer 'alone time' and special provision during unstructured times in the day. Students can access supervised break, lunch and homework clubs. Students can also spend time in the Sensory room in the Base.
- ASD Awareness Assemblies can be provided for all year groups.
- Support and advice may be sought from the Speech and Language Therapist Support Service.

Cognition and Learning Difficulties:

Students who learn at a slower rate than their peers, despite differentiation may have cognition and learning difficulties. Learning difficulties cover a wide range of needs, including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Access for students with Cognition and Learning Difficulties:

- Highly differentiated and personalised learning approaches embedded through high quality teaching and learning. Focus should be drawn towards developing visual, oral, kinaesthetic and visual learning skills.
- Literacy support during lessons to develop student's phonological skills, knowledge of the alphabet, phoneme-grapheme awareness and spellings.
- Students should be presented with subject specific key word lists to develop their vocabulary.
- Where students are continuing to make slower progress, they may be identified for Literacy and/or Reading and Comprehension Intervention groups led by a HLTA.
- Students can access support via the Accelerated Reader Programme.
- Further advice from specialists may also be sought after consultation with parents/carers, teachers, Learning Support Case Worker and the SENCO.
- Advice can be sought from the Educational Psychology Services, Occupational Therapy and Physiotherapy Services and the School Nurse.

Social, Emotional and Mental Health Needs:

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Access for students with Social Emotional and Mental Health Difficulties:

- Please refer to the Inclusion Booklet – available on the Whitley Academy website.

Sensory and/or Physical Needs:

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.

Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Access for students with Sensory and/or Physical Difficulties:

- Highly differentiated and personalised learning approaches embedded through high quality teaching and learning.
- Students to be given additional time and opportunities to respond.
- Offer students alternative ways to respond.
- Provide students with specialist or adapted equipment if needed – Please refer to the Accessibility Audit Plan.
- Students, Families and Teachers to receive advice and support from the Sensory Support Service if required.
- Access to IT to support students.
- Consideration of the learning environment - Examples include:
 - Appropriate lighting
 - Clear and accessible visual displays
 - Classrooms that have carpeting and soft furnishings to reduce reverberations.
 - Large print and braille transcription services where appropriate
- Reasonable adjustments to be made to equipment and resources - Examples include:
 - Adjusted pens, scissors and sloping writing frames
 - A hoist
 - Access to disabled toilet facilities
 - Specialist cutlery
 - Communication aids

Students with learning difficulties may require access arrangements for exams. Students will be identified by the SENCO/ASSISTANT SENCO and parents/carers and teachers will be informed.

For further information, advice and guidance on how students are supported with identified Special Educational Needs and/or Disabilities, please contact a member of the SEN team or alternatively contact the SENCO (Mrs Barber).