



SPECIAL EDUCATION NEEDS (SEN) POLICY

Mission Statement:

“A community of learners of all ages from the local area committed to mutual service where all can flourish, be their best and work for the common good to the glory of God and his creation.”

APPROVED			
REVIEW DATE			
SIGNED PRINCIPAL		PRINT NAME	
SIGNED CHAIR OF GOVERNORS		PRINT NAME	

Policy Principles

At Hope Academy, the education of students with Special Educational Needs, hereafter referred to as (SEN), is the responsibility of every member of staff. The Academy aims for all students to achieve their potential in an inclusive institution.

The Academy will review, change, and improve the provision but always provide a curriculum which is broad, balanced and differentiated, and accessible to all students.

Students with SEN are entitled to access the whole curriculum and provision will be organised according to individual needs whether they be communication and interaction; cognitive and learning; behaviour; emotional and social development; sensory and or physical.

The Academy has adopted the model policy for SEN required for all Academies as part of funding agreement and will, therefore, act in accordance with the national Special Educational Needs Code of Practice. An Academy does not affect parents' rights to appeal to the Special Educational Needs and Disability Tribunal against decisions made by the local authority.

Objectives

The Academy will have due regard to the SEN Code of Practice and will identify all students with Special Educational Needs.

Through specialist staff, the Academy will:

- Analyse data for students having learning difficulties and set up programmes of study.
- Support staff through appropriate INSET.
- Establish working relationships with students and staff.
- Work closely with parents.
- Write and implement meaningful Individual Educational Plans in partnership with relevant staff, parents and students.
- Organise and conduct reviews.
- Facilitate the use of appropriate and up to date resources, including the use of ICT and where required assistive technologies.
- Maintain efficient, accurate records.
- Where appropriate adopt a multi-agency approach to support students with special educational needs.
- Work with other teams within the Academy to raise achievement of students with SEN difficulties.

Role of the Leaders of Teaching & Learning.

The Academy's LTL's work under the guidance of the Senior Leadership Staff. They are responsible for the day to day operation of the SEN policy. All students on the SEN register have individual folders containing relevant paperwork. These are stored in the SEN office. Copies of current IEPs are issued to all relevant staff. All copies of IEPs will be held electronically.

Teaching Assistants.

Teaching Assistants are there to work with teachers, individual students and groups of students. They work with students with learning difficulties, physical difficulties, medical difficulties, emotional and behavioural difficulties. The SENCO are the first point of contact for teaching assistants.

It is important that teachers work in collaboration with teaching assistants assigned to individual students and groups of young people so that the most effective use of time can be achieved. It is important that a working relationship is established and that expectations are clarified. Communication and maintaining a meaningful dialogue are essential if the work of the teaching assistant is to be maximised. Time management is very important. Priorities have to be set and the most important priority is the student.

It is essential that the teaching assistant is accepted as a team member in the classroom. Teaching assistants can be expected to engage in the following:

- Paired reading
- Assist students to access materials
- Explain to the students the work they have to do
- Scribe where this is appropriate
- Work alongside an individual to ensure optimum learning and work takes place
- Assist with the preparation of materials for the use with students with SEN
- Keep records
- Encourage and motivate students
- Help complete the Student Planner, as appropriate
- Assist with special arrangements for examinations
- Escort students where necessary
- Contribute to reviews
- Attend staff training sessions where appropriate
- Assist teacher with the management of IEPs
- Take one or two students out for group work under the direction of the teacher in charge.
- Customising the presentation of resources using ICT as required to meet the specific and identified access needs of students with learning difficulties.

Teaching assistants at a higher level (HLTA's) do the above, plus:

- Assist staff in planning, development and delivery of suitable programmes of support
- Undertake specific support programmes with small groups appropriate to meeting students' needs
- Attend staff training sessions
- Assist with the assessment of students
- Ensure health and safety within their care.
- Keep reading and spelling records of all SEN pupils

In addition, such other duties as may be reasonably expected within the teaching assistants levels.

Learning Support

Students with special learning needs have their needs met in the following ways:

Through small group teaching;

The students are given personalised, structured programmes to help accelerate basic skills. The aim of these lessons is for students to achieve functional levels in literacy and numeracy to enable them to access the full curriculum.

Occasionally there is a need for individual students to work 1:1 as their needs are severe and the level of input needs to be more intense.

Foundation Groups

Students working beneath a level 3 in core subjects in Years 7, 8 and 9 are placed into a foundation group. This will accelerate their learning, following an intensive programme of support.

Nurture Group

In Years 7, 8 and 9 support is offered to students struggling to access the full curriculum due to emotional and behavioural issues. Areas such as anger management, self-esteem and emotional literacy are dealt with sensitively, offering the learner an opportunity to empower and develop independently, with relevant support.

Through the use of personalised ICT that provides specific additional support to meet their learning needs. This will include where required, assistive technologies to enable students to access the curriculum as fully as possible and actively engage in learning programmes.

Admissions Arrangements

The Academy operates an admissions policy and accepts any child regardless of need provided that the child's education is not incompatible with the efficient education of other students.

Students with SEN are identified through close primary liaison, primary transfer documents, SATs results, discussions with primary school SENCOs, meeting with parents, students' visits and information received from outside agencies.

From the data, decisions are made about meeting student's needs through small group teaching of literacy and in-class support of Teaching Assistants.

When admitted to the Academy after the year has begun, assessments for reading and spelling will be carried out. The results of assessment will be passed to relevant personnel to facilitate the best placement for the child.

Identification and Assessment Arrangements and Review Procedures

The Academy follows procedures set out in the SEN Code of Practice (2002). There are three strands of direct intervention:

Academy Action: Students need different input of that provided for other students. An IEP will be written and followed by teachers.

Academy Action Plus: Students need further action than that provided under Academy Action. This action may be provided separately in a Learning Support Centre, in-class or as part of a nurture group. Additional provision may involve working alongside the LA's Educational Psychology Service and other outside agencies.

Statement: Students that have a statement of Special Educational Needs in which education provision is stated and has to be delivered by the Academy resourced by the LA. There is a legal requirement to meet the provision of the statement.

If a student appears to be having difficulty despite faculty and pastoral intervention and is not already receiving Academy Action he/she is then referred to the SENCO after which procedures will be implemented to assess the student's needs and action taken accordingly.

Other staff are expected to work closely with the student providing differentiation, modified material and approaches. Faculties and Pastoral Teams will need policies and strategies for working with students whose needs do not warrant Academy Action, but who are experiencing some difficulty in accessing the curriculum.

Students' progress is monitored and reviewed. Evidence of differentiation and other strategies used must always be available. If a student is designated as needing Academy Action an Individual Education Plan will be devised and implemented. A student may be placed in Curriculum Support Groups if this was found to be necessary. Students with IEP's will have reviews twice a year.

For a student with a Statement of Special Educational Needs/IPRA, he/she will require an annual review of the statement/IPRA.

Targets are set for students on Action/Action Plus and those who have a statement.

Teaching Assistants will provide in-class support where this is needed.

Access to A Balanced And Broadly Based Curriculum, Including The National Curriculum.

The Academy provides all students with access to a broad and balanced curriculum. To achieve this all students follow the Academy's curriculum. Where it is necessary, a student with SEN may be dispensed from sections of the curriculum where access is impossible either for physical or learning

reasons. This will happen where students need accelerated acquisition of literacy skills resulting in these students being taken out of the non-core subjects for a specified period of time.

Inclusion

Students are fully integrated into the Academy's pastoral and curriculum systems. Faculties arrange their own groupings, depending on staffing, timetabling and assessments.

In Service Training and Performance Management

The Academy makes an annual audit of training needs for all staff taking into account Academy priorities, and every opportunity will be given for staff to update their skills. The vice principals and LTL'S supported by the SENCO, have a collective responsibility for staff training and development regarding relevant and appropriate INSET.

All teaching staff will be involved in INSET days as programmes will be relevant to the Academy's purpose and everyone's professional development. Staff are also encouraged to attend appropriate courses in line with their specific responsibilities as provided by other organisations.

Partnership with Parents/ Carers

As an Academy, we welcome the involvement of parents/carers in our work for all students and recognise the vital role that parents play in supporting our students' education. Should parents wish to discuss any aspect of their child's education then they should, in the first instance, talk to their child's form tutor.

The SENCO attends relevant parents' evenings. Parents/ carers may make appointments to meet with the SENCO to discuss any issues that may arise. Parents'/carers' will be asked to contribute to their child's IEP and will receive a timetable indicating when their child is receiving support.

All parents are encouraged to attend the reviews of their child's IEP. If this is not possible, alternative arrangements are made such as completion of advice forms on their child's progress. When parents/carers have been able to attend, the review summary and the IEP will be sent home.

The Academy will provide information about the Parent Partnership Service to all parents/ carers of students with SEN.

Links with Other Mainstream and Special Schools

The SENCO attends, when possible, the area SENCO cluster meetings.

Every effort is made to liaise fully with all schools or academies in the transfer of students to ensure that full information is obtained so that the most effective learning programmes can be established for students with SEN. The SENCO visits primary schools and attend annual reviews of Year Six students when invited. Also the Strategic Directors visit primary schools to identify vulnerable children in Year Six.

Links with Health / Social Services / Educational Welfare

Every effort is made to liaise fully with all relevant services to ensure that help and assistance is maximised for the benefit of students with SEN.

The Academy has regular meetings with external agencies. It meets with Social Services when appropriate and has regular visits from the school nurse. We also have access to Speech Therapy, Occupational Therapy and Physiotherapy specialists.

Duties of the Governing Body

SEN provision is an integral part of the Academy's improvement planning.

The Academy's Governing Body has important statutory duties towards students with special educational needs. The Governors, with the Principal, decide the Academy's general policy and approach to meeting students' special educational needs for those with and without statements. They set up appropriate staffing and funding arrangements and oversee the Academy's work.

Standards and Framework Act 1998 requires the Governors to conduct the Academy with a view to promoting high standards. These high standards relate to all students in the Academy including those with SEN.

The Academy has a 'responsible' person who makes sure that all those who are likely to teach a student with a statement of special educational needs are informed about the specifics of the statement. The Governing Body includes a governor to have specific oversight of the Academy's arrangements and provision for meeting special education needs.

The Governors play a major part in the Academy's programme of self-review and establish mechanisms to ensure that they are fully informed about the Academy, including the systems for and the outcomes of monitoring and evaluation.

In relation to SEN, the Governors make sure that:

- They are fully involved in developing and monitoring the Academy's SEN policy.
- All Governors including the SEN Governor are up to date and knowledgeable about the Academy's SEN provision, including how funding, equipment and personnel resources are deployed.

Arrangements for Dealing with Complaints

Complaints in the first instance will be directed to the SENCO who will then be advised by the LTL's and/or assistant/vice principals. The assistant/vice principals will decide what action is to be taken. This may involve re-arranging learning support provision or initiating assessments. If the complaint cannot be resolved satisfactory then the Principal, as the responsible person according to the Code of Practice, will investigate and manage the complaint.

If parents wish to appeal against an LA decision regarding statutory assessment and statementing, they communicate directly to the LA. The Academy can also appeal if a referral is refused.

Success Criteria

Success criteria is agreed and shared with teaching and non-teaching staff. Success criteria include appropriate entitlement to the curriculum, and satisfactory progress in students' learning.

It is intended that all students will be able to spell, comprehend, read and be numerate to a functional level by the time they leave or earlier.

It is hoped that students with emotional/behavioural difficulties will be able to cope effectively and or behave in accepted, socially appropriate ways before they leave the Academy.

Evaluation is continuous via scheduled meetings of all those with specific responsibilities for SEN. Testing and assessment of students with SEN is part of the valuation process. Assessments for reading accuracy, reading comprehension and spelling take place. Students' progress is also evaluated at reviews.

The Code of Practice endorses a graduated approach to the management of students with special educational needs. There are three categories of support:

Academy Action

Students are in need of Academy Action when adequate progress is not being made and they need support and resources additional to or different from other students.

Academy Action Plus

Students within Academy Action Plus require further input than that provided within Academy Action.

Students with Statements for Special Educational Needs

Students have a statement, which describes their needs, sets objectives and lists the educational provision. The statement is a legal document and it is mandatory that

LAs, through the Academy, provide the resources needed to meet the student's needs.

Individual Educational Plans

Individual Educational Plans (IEPs) set out priorities for an individual student. These priorities state clearly what should be achieved (targets). The targets also include details of how they are to be met and the expected levels of success.

It is very important that the student understands the targets set and so he/she should see his/her IEP and sign it very soon after the completion date. Before the IEPs are reviewed it is also important that the intended outcome is completed to reinforce the best course of action for the student.

Reviews

There are two kinds of reviews held in the Academy;

The Annual Review:

Every student that has a Statement of Special Educational Needs/IPRA has to have a review of the statement to assess how far the objectives have been met. The review is mandatory. Parents and other agencies working with the student are invited to the review and all have to present evidence indicating their views on the students' progress.

The review held in year 9 is called a Transition Review and helps prepare for the future. Full account is taken of 14-19 implications and the career aspirations of the students.

The IEP Review

IEP reviews are held twice a year. All IEPs are reviewed and decisions made about the students and where they are on the Code of Practice. Parents are invited for the IEP reviews, held at the different times of the year. The IEP review establishes the targets for the student to aim for in the next IEP. However, if a student with a statement has just had an Annual Review then they are not reviewed again so soon. The aim is for every student on Academy Action, Academy Action Plus and Statement to have at least two reviews a year. If the student is on Academy Action Plus then the relevant agency is also invited to the review.

The Personal Educational Plan

Looked after children in the Academy are assessed and a Personal Education Plan (PEP) is set up for each student. The Academy has close involvement with social services and once a year an academic review takes place and the PEP is reviewed and updated academically. Every six months a subject teacher report is issued to ascertain learning difficulties that the student may have. Changes that are needed are recorded and placed in the student's file.

The Pastoral Support Plan

This is usually set up for students identified at risk of disaffection through behavioural issues. The Pastoral Support Plan includes targets/strategies applied to help modify behavioural and to include parental support to ensure targets are met.

The Directors are responsible for ensuring that meetings with parents/outside agencies are carried out and the appropriate action is taken place.

Generic Learning Difficulties

Specific Learning Difficulties (dyslexia, dyspraxia...)

Specific Learning difficulties are described as:

Organising or learning difficulties affect language and working memory skills. Fine co-ordination skills may be affected in some cases. It is independent of overall ability and tends to be resistant to conventional classroom teaching. When untreated, there are significant limitations in the development of specific aspects of some or all speech, reading, spelling,

writing and sometimes, numeracy which may lead to secondary behavioural problems - but other areas of ability are unaffected.

Identifying students with specific learning difficulty:

This checklist of potential weakness is useful in the identification of students whose problems may need further investigation:

- Hesitant and laboured reading.
- Adding or repeating words when reading.
- Failing to recognise familiar words when reading.
- Following with finger when reading.
- Spelling a word several different ways in one sentence.
- Poor handwriting with badly formed letters.
- Poor standards of written work compared to oral ability.
- Confusion between lower and upper case letters.
- Difficulty in note-taking lessons.
- Difficulty in using dictionaries.
- Disorganisation of Academy materials.
- Difficulty in finding the right words when speaking or writing.
- Difficulty in remembering sequences.
- Tiredness due to amount of concentration and effort expended.
- Immaturity.
- Clumsiness.
- Being in the wrong place at the wrong time.

Often the teacher senses that there is something not quite right, something upon which you cannot quite put your finger.

If the student shows a cluster of these difficulties and he/she is not yet working within Academy Action and work has been appropriately differentiated then he/she should be referred to the SENCO for assessment. This may follow a process of testing by the Educational Psychologist. Also the student may be referred for additional learning support.

Profile of the SPLD student

- High levels of frustration and anxiety
- Self-image as a poor learner
- Few automatic techniques or systems (time planning, work habits, study skills)
- Quickly overloaded
- Ineffective hard work (output does not reflect time taken)
- Avoidance and self blaming
- Easily lost
- Prone to being bullied
- Poor presentation skills.

Strategies for Helping the Students with Specific Learning Difficulties

Always refer to the IEP for help and guidance where the student is on Academy Action or Academy Action Plus for specific learning difficulties.

Students with a specific learning difficulty respond better to structured programmes.

Use look, cover, write, check and simultaneous oral spelling linked to cursive writing to help the student.

Seek parents' views and involve the parents in creating, delivering and evaluating plans to help the student.

Explore benefits of and secure access to appropriate ICT: word processing facilities, voice-activated software, and spellcheckers.

Ensure that the student's ICT experience can be personalised through the displays, keyboards and other input devices used. Ensure that the student will experience a common interface to computers across the Academy.

Make sure work is suitably differentiated. Teachers often find it difficult to realise how low differentiation has to be in some cases. Also teaching approaches need differentiating. Don't forget homework, too, needs differentiating.

Monitor the student's emotional and behavioural responses to learning difficulty and provide help to reduce anxiety and enhance self-esteem.

Monitor the student's progress as a result of action taken to determine progress and level of attainment. Evidence will require if it is necessary to provide the student with further help.

Work with teaching assistant if one is allocated.

Moderate Learning Difficulties (MLD)

Definition:

Most children experience difficulties in learning. Most individuals (including staff) have areas where they feel less confident and capable. Whether a learning difficulty causes concern depends on how important or relevant the 'problem' area is to the Academy, to the parent and to the student involved.

The largest group of students with SEN is those defined as 'slow learners'. At one end of the 'slow learners spectrum are students with significant learning difficulties, usually educated in some form of special provision (dependant on parents' preference), although increasing support for inclusive education means that more of these students are being educated in mainstreams schools/Academies. At the other end of the spectrum are students with moderate learning difficulties (MLD) who now usually attend mainstreams schools/Academies.

Students with MLD have difficulty keeping up in all or most of the curriculum areas. Their all-round development is likely to be delayed with the result that they may be socially and emotionally immature as well as having problems with gross and fine motor skills. Unless they receive considerable support

Their difficulties will become increasingly apparent throughout their education: they are unlikely to progress as quickly as their peers, and there will be a tendency for the gap to widen with each year.

Causes

There are a few individuals where there is hard evidence of brain damage to which learning difficulties can be attributed. Most of them can be said to have an immaturity in the processing, integration and retention of information which interact with the learning environment'.

Signs

Pupils with MLD are inclined to rely more heavily than their peers on adult support. Because there is little 'incidental' learning coupled with an inability to generalise, they need carefully structured teaching approaches whereby new skills are built up step by step.

Characteristics they may exhibit:

- Slowness in picking up new ideas.
- Inability to remember new skills without constant reinforcement and repetition to the point of over-learning.
- Difficulties in absorbing abstract ideas.
- Lack of imagination

- Poor listening skills and difficulty in following instruction addressed to the class as a whole.
- Limited vocabulary: they prefer to give one word answers.
- Problems with what they have seen and heard.
- Poor co-ordination, affecting both gross and fine motor skills
- Respond best to being given practical experience and apparatus to support learning.
- Slowness in learning to read and then tendency to read 'parrot fashion' with understanding limited.
- Slowness to establish number concepts.
- Tendency to gravitate towards young children rather than socialising with peer group.

Learning recommendations;

- Have something ready for the students to do as soon as they enter the room / learning space.
- Do not talk to the whole group for more than 10 minutes at a time, or twenty minutes in any one session.
- Talk with and question students one-to-one or in small groups if you know they are reluctant to speak out in class.
- Effective learning takes place only when the student has a task they want to perform (with a little help) and can succeed at. Make sure work and approaches are differentiated and personalised.
- Do try to differentiate work- begin at the lowest level then have extension work prepared for more able students to move on quickly.
- Pace, variety and flexibility are the key elements for keeping students on task for much of the lesson.
- Beware of open-ended questions, tasks and homework- don't just 'finish off for homework' unless you have clearly defined the expectations.
- Have and maintain high expectations for what you want the students to achieve within their capabilities.
- Recognise effort and achievement within the student's capabilities and reward. Celebrate success beyond the immediate classroom using ICT to promote their self-esteem through sharing their successes with wider audiences
- Have a bit of fun, try to relax and enjoy one another's company from time to time. Laugh with pupils never at them. Remember: enjoyment and the 'love of learning' is a cornerstone of the Academy's ethos.

Strategies for helping Students with MLD

MLD students may be quite aware that they are progressing less well than their classmates, and everything possible must be done to enhance their self-esteem. Some begin to believe that they are incapable of learning and need to be convinced of that, although it may not be easy, they can and will learn if they persevere.

Allow students to work at their own pace, setting tasks that can realistically be completed within the time available.

- Structure learning in small stages and in a sequential manner.
- Present the same concept in a variety of ways so that learning is reinforced.
- Find time for frequent repetition of routine learning e.g. reciting times tables etc.
- Show the students what to do as well as talking about it. Use practical apparatus if needed.

- Keep tasks short, work to a gradual increase in concentration.
- Provide a starting point for creative writing rather than a blank page.
- Listen to what the learner has to say.
- Board work- try to keep simple, clear and use lower case printing if possible.
- Always have some printed sheets prepared for students who cannot copy from the board.
- Use focused short tasks with ICT that give frequent positive feedback to students and actively adjust to their learning needs.
- Give no more than three instructions at a time.
- Worksheets – don't overuse and please do not clutter the page, ensure that spaces left are large enough to accommodate the student's writing.
- Close procedure - limit the number of words left out, and give clues which words fit where.
- Read through any texts with the student/class and ensure they have followed the text. Wherever possible try to use the correct size of squared / graph paper as recommended in the text.

Emotional and Behavioural Difficulties

There are students who find it extremely difficult to conform to the standards of behaviour expected in an Academy. There are many reasons for this. It could be that the student has learning difficulties which have not been identified and the frustrations and low self-esteem resulting from this has led to poor behaviour. Sometimes home circumstances mean that the child has emotional difficulties which lead to 'acting out' while at the Academy, or it can be the student becomes severely introverted and withdrawn. Both situations mean the child is in need of support to cope with the demands of Academy life.

Some students with behavioural difficulties are diagnosed as having Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD). The diagnosis is made by specialist practitioners. The symptoms are: erratic and inconsistent behaviour, inability to concentrate, inability to sit still, being very disorganised. Ritalin is often prescribed for pupils with ADHD. It is a controlled drug and must not be administered by Academy staff unless with permission from the Principal. Otherwise, and most often, it is the main responsibility of the parents/carers.

There is a whole Academy approach to managing students with emotional and behavioural difficulties. The main thrust is provided by the Directors who work with their teams to provide strategies and action to support and help change a student's behaviour to allow him/her and other students to learn.

Differentiation and Personalisation

Differentiation is the process by which curriculum objectives, teaching methods, assessment methods, resources and learning activities are planned to cater for the needs of individual students (NCC 1991). This is essential if students' needs are to be fully met. It is complementary to the Academy's drive for personalisation where learning programmes and pathways are bespoke to the student's current and future requirements. The key elements are:

- Knowing the students well.
- Identifying needs.
- Designing programmes and pathways and allocating resources to meet those needs.
- Learning from where it's already happening.
- Building on current, successful practice.
- Reviewing teaching styles and materials and modifying practice where necessary.

Guidelines

Select and create materials which are different in style and layout to cater for individual needs.

Worksheets, the use of which is kept to a minimum, made accessible in terms of length, layout and complexity.

- Have extension materials / resources ready for extension work.
- Discuss objectives, plans, materials and resources with support staff.
- Use support materials for groups of students, some individual students, but not for all.
- Have a range of reference material available.
- Check the reading ages of all support material.
- Structure class and homework sheets to allow for differentiated responses.
- Produce a 'check list' for students to complete.
- Homework also needs differentiating.

Differentiation is a much used term - it means allowing for students' differences when working with them and setting them tasks. The old approach of aiming at the middle ground does not meet the needs of such groups as the Gifted and Talented or those with SEN.

It is useful to think of the group at three different levels – rather than putting them into three groups and giving each group different tasks, give them all a series of tasks at three progressively greater levels of difficulty. Be prepared for the weakest not to progress beyond the first / second level. Assess students not just on what they have done, but on how well they have done it according to the level they are at.

Transition into the Academy

The SENCO usually attends review meeting, if asked, at primary schools. Information is collected on new students coming into the Academy.

The Directors visit feeder schools and target students that are 'socially at risk'. These students have opportunities to visit the Academy after Easter to aid transition.

Students may be further screened on arrival to the Academy (e.g. group reading and spelling tests) to fully establish their learning needs.

Exam Provision

The SENCO assesses students' for exam provision and liaises with the Educational Psychologist. After this the Academy will apply for special exam provision to be allowed in external exams. This can take the form of extra time 25%, scribe, transcript and/or amanuensis. The exam board decides the provision to be allocated dependent upon evidence. Support will be arranged for small groups of students.

E-Safety

E-Safety is an important consideration for all students within the academy. However it is particularly important to ensure that students with special needs, who may not be as astute at making critical and considered decisions, and are therefore at higher risk when operating within an online environment, are appropriately protected. The Academy will ensure through the use of comprehensive monitoring and filtering systems, coupled with appropriate acceptable use policies and training, that all students are safe online. Ref; e-Safety Policy.