



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

We walk by faith and not by sight:2 Corinthians 5:7

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents. This document is to be used alongside the SEN Information Report.

SEND Code of Practice (which takes account of the SEND provisions of the SEND and Disability Act 2001) September 2014

Introduction

It is the belief of the Staff and Governors of St Paul's CofE Academy, that all children should receive the opportunity to develop their personal potential, through the provision of a broadly based curriculum, which recognises their social and emotional development and provides access to appropriate learning opportunities. The school recognises that individuals are unique in their interests, abilities, motivation and learning needs and that this diversity should be acknowledged and valued.

We want our children to:

- Learn in a caring, happy, stimulating and safe environment.
- Feel valued, have high self-esteem and self-discipline, and are given appropriate opportunities to develop as independent learners
- To respect the beliefs and values of the many different cultures in the community.

We will work with our children to:

- Develop an awareness of self and have self-confidence.
- Develop sensitivity to others.
- Develop self-discipline and understand what acceptable behaviour is.

- Develop self-esteem.
- Develop cooperation.
- Enable everyone to enjoy the same experiences regardless of sex, race or colour.
- Encourage individual children to develop a set of beliefs and values.
- Encourage children to develop confidence to make and hold moral judgements.
- Encourage all children to develop respect for beliefs and moral values of other religions, races and ways of life.
- Develop respect and care for themselves, their environment and the wider environment of the world.

Aims

This policy aims to support all members of staff in providing a positive, whole-class approach towards the learning and progress of pupils with SEND.

All teachers are teachers of pupils with SEND. Teaching and supporting such pupils is therefore a whole school responsibility requiring a whole school response.

Meeting the needs of pupils with SEND requires a partnership between all those involved, LA's, schools, parents/carers, pupils and agencies involved with SEND pupils.

This Policy will be regarded as a working document, accessible to all members of staff and parents. It will be regularly discussed and reviewed.

Definition of SEND

Pupils have SEND if they have a learning difficulty which calls for special education provision to be made for them which is in addition to or different from the differentiated curriculum plan, within the mainstream class.

Pupils have SEND if they:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Special Education provision means:

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Role of the Governing Body

Although the day to day management and organisation of SEND is the responsibility of the Principal, SENCo, teachers and school staff, the governing body is fully involved in the implementation, over-viewing and monitoring the school's SEND Policy.

All governors, especially the governor responsible for SEND, are up to date and knowledgeable about the school's SEND provision.

No individual pupil should be identified during discussions at full governors' or committee meeting.

The Role of the SENCo

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for pupils with SEND
- Liaising with and advising colleagues
- Overseeing the records of all pupils with SEND
- Liaison with parents of pupils with SEND in co-operation with the class teacher and Learning Support Practitioner
- Contributing to the in-service training of staff

- Liaison with external agencies including the LA's support and educational psychology service, health and social services and voluntary bodies

Early Identification

Teachers are aware of the importance of early identification and provision for pupils with SEND whom they teach.

Teachers will meet with pre-school SENCo/staff to ensure smooth transition for pupils already identified from Early Years settings to primary schools.

Meeting Individual Needs

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Using small group teaching
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Using specialist equipment
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

We also provide a range of proven interventions that support children on the SEN register with their individual needs. More information about these are provided in the SEN Information Report.

Pupils' Views

We will seek the view of the pupil and take his/her view into account. Each child on the SEN register has a profile that gives an overview of their likes and dislikes and how they prefer to be supported. Throughout the year the children on the SEN register will be asked to respond to a pupils voice questionnaire. The results are analysed and feedback is acted upon.

Any EHCP application that is completed takes into consideration the child's views and this is submitted as part of the application. The child is asked to be a part of Community Assessment Meetings and EHCP review meetings if they so wish.

Role of Parents/Carers

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Full access to the curriculum

We will ensure pupils with SEND are offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

We will endeavour to provide SEND pupils with full access to all school activities so far as it is reasonably practical and relates to the pupils' needs.

Smooth transitions

We aim to ensure a smooth transition at each stage for the pupil from Early Years provision to secondary transfer. We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Training

Our SENCO has had 2 years' experience in this role and has worked as the Assistant Principal and Class teacher previously. They are allocated 3 afternoons a week to manage SEN provision.

We have a team of 12 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Precision Teaching, Emotion Coaching and Dyslexia awareness. There are also half termly INSETs delivered

We use specialist staff for counselling, Lego Therapy and Forest Schools.

Strands of Action to Meet SEND

We will ensure that all arrangements are regularly monitored and reviewed.

The involvement and interest of parents and the pupil concerned will influence the effectiveness of any assessment and intervention. Every effort will be made to discuss the purpose of a particular assessment arrangement with the pupil, invite comment and provide systematic feedback.

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. If progress continues to cause concern, the class teacher discusses appropriate action with the SENCo and the pupil may move to School Action. In some cases a pupil may go straight to School Action Plus.

Identification of SEND

A pupil is identified as SEND(K) when they are deemed to need provision which is additional to or different from that provided as part of normal class activities.

The triggers for intervention through SEND will be concern, backed by evidence, about a pupil who despite receiving differentiated learning opportunities makes:

- Little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques employed by the school;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and interaction difficulties and continues to make little or not progress despite the provision of a differentiated curriculum.

In some cases outside professionals from health or social services may already be involved with the pupil. Where these professionals are not already working with the school the SENCo should contact them if the parents agree. The SENCo may further assess the pupil and future support for the pupil will be discussed and action taken.

As a result of review meetings the decision may be taken by the SENCo and class teacher, in consultation with the parents, carers and pupil, to involve the external support service provided by the LA and/or other agencies. These agencies will provide advice on setting appropriate targets and the use of new or specialist strategies or materials. They may administer more specialist assessments that can inform the planning and measurement of the pupil's progress. In some cases they will provide support for particular activities.

The triggers for further support could be that despite receiving support in the first instance the pupil:

- Continues to make little or no progress in specific areas over a long period;
- Continues working at an attainment level substantially below that expected for pupils of a similar age;
- Continues to have difficulty developing English and Mathematics skills;
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class group, despite having an individualised behaviour management programme;
- Has sensory or physical needs and required additional specialist equipment or regular advice or visits by a specialist service;
- Has communication and/or interaction difficulties that impede the development of social relationships and cause a substantial barrier to learning.

Educational Health and Care Plans

In a very few cases, if a pupil continues to demonstrate significant cause for concern despite interventions at SEND, a request may be made to the LA for Statutory Assessment

This will decide the nature of the provision necessary to meet the pupil's SEND. If this cannot

reasonably be met by the school, then the LA may provide extra resources.

If after a statutory assessment the LA deems the needs of a pupil to be severe and complex, they may issue an Educational Health Care Plan (formerly statement of Special Educational Needs). If a pupil does not have an EHC plan, it does not mean that they will fail to receive the necessary support.

How we support pupils with SEND.

Effective support for SEND pupils in school depends on decisions made about grouping, use of adults and delivery of the curriculum. There are several choices:

Pupil based with own class; flexible grouping strategies;

- Supported group within the classroom;
- Individual or small group support towards targets through withdrawal for limited periods
- Pupil works predominantly in small group or individually within the class
- Pupil withdrawn for specialist support which may be off-site.

Delivering the curriculum:

Specific reinforcement of skills development

Differentiation of activities with the pupil working towards class/group learning objective

Differentiation of materials to enable the pupil to work towards class/group learning objective

Provision of specialist equipment including ICT

Use of specialist techniques, to allow access for pupils with physical and/or communication difficulties.

Assessment and Identification

Pupils with SEND may be identified through the teachers' observations and assessment, standardised assessments (Foundation Stage Profile, SATs, NFER etc), progress checklists, target setting, parental concerns or the pupil's observations or by external agencies. Areas of need are identified and prioritised and become the basis of the IEP.

Target Setting and Pupil Profile

All pupils who are identified as K (formerly School Action and School Action+), or those who have an Education and Health Care Plan, will have a Pupil Profile. This will be written by the teacher/SENCO in consultation with the parents, the pupil and any other relevant agencies. The Pupil Profile will set targets for the pupil and will detail any short-term targets set out for the pupil, the teaching strategies to be used, the provision to be put in place, when the plan is to be reviewed and the success criteria.

Targets are reviewed every term, with input from the pupil, parent/carer, class teacher, school staff and outside agencies. Pupils with EHCP have short-term targets set which have been established in consultation with parents and pupil and include targets identified in the EHC plans. These targets will be set out in the Pupil Profile and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of interventions will continue to be the responsibility of the class teacher or appropriate member of staff.

All **EHC plans** will be reviewed annually. The EHC review will take place in school. The parents, the pupil and other involved professionals will be invited to consider the progress made by the pupil in achieving targets set and whether any amendments need to be made to the plan. The SENCo and/or principal will then discuss the outcome of the in-school review with the LEA representatives at the Annual Review day.

At the Annual Review in Year 5, the aim should be to give clear recommendations as to the type of provision required at the secondary stage. The review for pupils in Year 6 should take place in the autumn term in order for the EHCP to be amended for the final Annual Review before transfer to secondary education. The SENCo at the secondary school, or other receiving school, will be invited to actively participate in the Annual Review.

Policy Review

St Paul's Academy SEND Policy will be reviewed annually. This policy will be ratified by the Governing Body.

Reviewed: September 2018

Agreed: September 2018

Review Date: September 2019