



Special Educational Needs and Disability Policy

The policy should be read in conjunction with the Special Education Needs School Report and Local Offer, together with other school policies. As an Academy we recognise our duties under the SEND Code of Practice 2015, alongside the necessity to provide reasonable adjustments to make sure disabled students are not discriminated against under the Equality Act 2010.

Definition of Special Educational Needs and Disability

Children have special educational needs if they have a difficulty accessing Learning; which calls for special educational provision to be made for them.

This may be in one or more of the four categories identified in the DfE, Code of Practice 2015.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and or physical needs.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age.
- have a disability which hinders them from making use of educational facilities of a kind generally provided for children of the same age in Academies within the area of the local authority.

Special education provision means:

- educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in Academies maintained by the LA (other than special schools) in the area.

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

(para 6.1 Code of Practice, 2015)

Aims and Objectives

Respecting the uniqueness of each child, including those with special educational needs, we aim to provide:

- an interesting and challenging environment where all children are valued and respected for who they are and the contributions they make.
- a commitment to all children being supported, encouraged, and enabled to develop their full potential.
- positive relationships which build on learning opportunities where adults and children work together, to co-construct meaning.
- for all children to feel safe and secure in a setting which is stimulating and enjoyable, and allows them to develop – academically, creatively, socially and spiritually.
- a broad, balanced and differentiated curriculum, which takes into account children's experiences, interests and motivations.
- an effective and developmentally appropriate form of record keeping system for all pupils with special educational needs.
- appropriate in-service training, keeping teachers, support staff and governors informed of individual pupils needs.

Roles and Responsibilities

As an Academy we have a responsibility for implementing the requirements of the Code of Practice.

Responsibilities of the Governing Body : named Governor – Mrs. W Lightfoot;

- determining the Academy's general policy and approach to provision for children with SEN.
- establishing appropriate staffing and funding arrangements.
- appointing a governor with special responsibility for SEN to monitor closely the Academy's work on behalf of SEN.
- ensure that the SEN policy is available for inspection by parents on request.

Responsibilities of the Head Teacher : Mrs J Belshaw;

- managing all aspects of the Academy's work, including provision for those children with SEN.
- keeping the Governing Body fully informed.
- working closely with the Academy's Special Educational Needs Co-ordinators (SENCO).

Responsibilities of the SENCO :

- co-ordinating provision for those children with SEN in line with the Academy's SEND policy.
- ensuring liaison with parents and other professionals in respect of children with SEN.
- advising and supporting all staff within the Academy setting, including signposting staff to appropriate CPD.

- ensuring that appropriate recording and assessment of provision and its impact is in place.
- ensuring that relevant background information about children with SEN is collected, recorded and updated.

Responsibilities of teaching staff:

Teachers are responsible and accountable for the progress and development of pupils in their class, (para 6.36, Code of Practice 2015). Teachers have a responsibility to:

- maintain day-to-day recording and assessment for pupils with SEND.
- be fully aware of the Academy's procedures for identifying, assessing and making provision for pupils with SEND.
- be involved in the development and implementation of the Academy's SEND policy.

Responsibilities of support staff:

- liaise/plan with teachers and SENCO for the provision of pupils with SEN.
- report on provision and progression of pupils.

Role of parents:

It is an expectation that parents will be willing to work in partnership with the Academy to support their children, in particular by;

- liaising with key staff including the SENCO and class teacher as appropriate
- attending termly reviews and contributing to the evaluating and setting targets for their children.

Role of the pupil:

At Barnes Infant Academy we endeavour to seek the 'pupil' voice of children with SEND. We support them in evaluating their provision and contributing to setting targets for improvement.

Procedures

Admission Arrangements:

- we welcome all children to our Academy and endeavour to ensure that appropriate provision is in place to cater for their needs.
- all children with SEN play a full part in the daily life of the Academy and all are encouraged to join in all activities. If additional provision is needed this will be through working in partnership with parents and other agencies.
- pupils with EHCP's are admitted into Academy and are fully integrated; unless it would be incompatible with the effective education of other children and there are no reasonable steps that can be taken to prevent the incompatibility.

SEND Funding

Money is delegated directly to the Academy to help meet the needs of children with Special Educational Needs.

Professional Development of Staff

Appropriate training opportunities will also be provided by the Academy. In addition all staff will be encouraged to identify their own training and development needs in relation to SEND. These could be identified through discussion with the CPD Co-ordinator or as part of the performance management process.

Identification

We are committed to the early identification and intervention of children who may have SEND. The class teacher will work closely with the parents/carer to identify areas of concern and the Academy will begin the process of gathering information and trying out intervention strategies.

Other ways to identify children include:

- use of formative assessment and observations
- results of Baseline Assessments (Development Matters and Early Years Foundation Stage Profile data.)
- SAT's (standard assessment tests and tasks) and internal tracking procedures.
- PIVATS Assessments (Performance Indicators for Value Added Target Setting)
- results of screening/diagnostic tests administered within the Academy.
- teaching observations made by external support agencies and recommendations from Academy staff.
- cognitive Attainment Tests or Diagnostic Tests carried out by Educational Psychologists or Support Agencies.

At this stage the class teacher will:

- discuss their concerns with the SENCO and review strategies already being used to teach the child.
- consult the child's parents for further information.
- identify specific concerns and collect relevant evidence to support these (complete a monitoring form; to record concerns, observations and any individual assessments)
- monitor the child's progress closely, differentiating work when appropriate.
- review the child's progress in conjunction with parents and SENCO at regular intervals following an agreed period of time (usually termly).

The Code of Practice identifies a single SEN Support category. SEN Support sets out a four part cycle known as the graduated approach through which earlier decisions and actions are revisited, refined and revised. This supports staff within school, to understand the child's needs and in turn supports the child in making good progress and securing outcomes. The four stages of the cycle are as follows;

- Assess
- Plan
- Do
- Review

Teachers continually assess, plan, implement and review their approach to all children; however when a potential special educational need has been identified the process is further personalised - in order to understand the barriers and implement effective provision.

1. ASSESS

If a teacher identifies a child who may have SEN, they would use the 'assess' stage to gain a growing understanding of the pupil's needs. When a pupil may have SEN and is not making expected progress, despite quality first, appropriately differentiated teaching, teachers may draw upon (as suggested in the CoP 2015); pupil progress, attainment, behaviour, development in comparison to peers, parent and pupil voice, and advice from external support services in order to identify the precise gaps in the child's learning and development and / or to clarify any barriers to learning.

The teacher may then use the assessments to inform adjustments to day to day teaching or to target interventions.

2. PLAN

Once a teacher has identified a child who may have SEN, the 'plan' stage of the graduated approach helps teachers to gain a growing understanding of the teaching strategies which are most appropriate to the individual. For pupils requiring SEN support, teachers must consider high quality teaching which is differentiated for all pupils and targeted provision. During this stage, teachers can reflect upon their assessment and consider the child's strengths, areas of need and barriers or gaps in learning.

In order to provide SEN support, teachers will create a Child Centred Support Plan; which will map provision and set out any arrangements that are additional to and different from the usual curriculum. The teacher liaises with the SENCO and parents/carers and involves them in the agreement of targeted provision, with outcomes and review points. These are shared with the child and the parent and reviewed each term.

Further advice and professional support is sought and implemented as is considered necessary for the individual needs of the child.

3. DO

The SEND Code of Practice 2015 (para 6.49) states that 'All teachers and support staff who work with the child should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.'

When implementing the planned adjustments and targeted provision outlined in the Child Centred Support Plan; teachers will work closely with support staff and other specialist staff in order to plan and assess the impact of targeted interventions. Staff reflect upon and discuss the day to day development of the ways in which the child is working and refine and respond provision and teaching accordingly.

4. REVIEW

During this stage, teachers can reflect upon the strategies used in order to gain a growing understanding of the approaches which secure the best outcomes for the child. Teachers review Child Centred Support Plans termly, in order to evaluate the success of day to day teaching and targeted provision on pupils progress and development. The outcomes of formal reviews directly feed into the next planning phase of the graduated approach. Teachers can however, review outcomes more regularly if and when it is necessary to adapt approaches or provision.

Outside Agencies

If adequate progress is not made after a substantial period of review, the teacher in consultation with the parent/carers and SENCO, may conclude that further support and advice is needed. In some cases, outside professionals from health, social services, support services or the education psychology service may be involved with the child.

Education Health Care Assessment Plan (EHCP)

Where intervention programmes and involvement of outside agencies have failed to produce appropriate progress the Academy will consider referral to the LA for an Education Health Care Plan (EHCP). The school will follow the LA procedures as outlined in the Sunderland SEND Handbook for all requests for EHCP Assessment.

The SENCO, in consultation with the Headteacher will coordinate the collection of the paperwork required for the procedure.

Where the LA agrees to initiate the EHCP procedure, the SENCO will provide the LA with all relevant information. The SENCO or a member of the Senior Management Team will attend any formal meetings pertaining to the EHCP assessment of a child. The SENCO, together with the Headteacher will ensure the EHCP is put into practice and reviewed at least once a year.

The purpose of an EHC plan is to make special educational provision:

- To meet the special educational needs of the child or young person.
- To secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood

To achieve this, local authorities use the information from the assessment to:

- Establish and record the views, interests and aspirations of the parents and child or young person provide a full description of the child or young person's special educational needs and any health and social care needs.
- Establish outcomes across education, health and social care based on the child or young person's needs and aspirations.
- Specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes.

Where a request for this is made by the school to an LA, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs or disability and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through SEN Support Plans.

This information may include:

- Support plans for the pupil (Child Centred Support Plan).
- Records of regular reviews and their outcomes.
- The pupil's health including the child's medical history where relevant.
- Levels of attainment/achievement in literacy and mathematics.
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist, other professionals such as health, social services or education welfare service.
- Views of the parents and of the child.

EHC Assessment of Special Educational Needs and Disability

This assessment involves consideration by the LA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether an EHC assessment of the child's SEND is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency.

Where the evidence presented to the LA suggests that;

- The child's learning difficulties have not responded to relevant and purposeful measures taken by the school.
- Progress is not being made even with external specialists.
- The child's needs may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools.

In this case the LA will consider the case for an EHC Plan assessment of the child's special educational needs. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the

child's special educational needs is such as to require the LA to determine the child's special educational provision through an EHC Plan.

All children with EHC Plans will have short-term targets set for them that have been established after consultation with parents, child, other agencies and school. These targets will be set out in the school Support Plans and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the Plan will continue to be the responsibility of the class teacher.

Annual Review of EHC Plan

All EHC plans must be reviewed at least annually with the parents; the pupil, the LA, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

Assessment of SEN pupils

Pupils with SEN needs are assessed termly using PIVATS assessments. These assessments are used to assist in the identification of clear targets for Child Centred Support Plans.

Individual PIVATS assessment sheets are collated and kept in the class inclusion file.

Monitoring

Evaluating the effectiveness of SEN procedures is ensured through:

- tracking systems – monitoring academic, social and emotional progress of pupils with special educational needs via half-termly pupil progress meetings, use of assessment, SAT's and PIVATS data.
- challenge meetings to determine the effectiveness of intervention and support.
- meetings with teachers and support staff to review progress and provision for pupils with SEN.
- reviewing differentiated provision in short and medium-term plans.
- following advice from outside agencies e.g. Educational Psychologist, SALT.(Speech and Language Therapy)
- discussion with the Governing Body and curriculum co-ordinators.
- up-dating provision/procedures in line with the DfE (Department for Education) and Government guidelines and requirements.
- SENCO observing lessons for differentiation and appropriate provision.
- SENCO reviewing impact of CCSPs, content of SEN files and quality of provision and teaching strategies.
- SENCO reporting findings and actions undertaken to Head teacher and Governors.

Review

- The SEN policy is subject to a regular yearly cycle of monitoring, evaluation and updating, where it is reviewed by staff and governors and amended if necessary so as to continue to reflect best practice.

Persons responsible for SEN: Mrs J Belshaw, Headteacher and Miss C Robinson and Mrs K Fucile, SENCO's

Governor responsible for SEN: Mrs W. Lightfoot