

CHALFONT VALLEY E-ACT PRIMARY ACADEMY

Special Educational Needs and Learning Policy

Department Owner	Operations (National)
Section Owner	Education (National SEND Lead)
Approver	Board of Trustees
Date Approved	July 2016
Review Date	July 2017
Status	This policy must apply to all E-ACT academies. The Headteacher is responsible for ensuring that all academy specific information is completed (as highlighted).

SEND POLICY

This policy is designed to set out the Academy's Aims and objectives.

PART 1:

1.1 Introduction

This is an inclusive Academy and there are high expectations for the achievement of SEND students. The school has a regard for the Code of Practice 2015 in that:

- It sees that all students are entitled to an education that enables them to make progress.
- All students have access to a broad and balanced curriculum
- Teachers are expected to set high expectations for every student, whatever their prior attainment.
- Teachers are expected to use appropriate assessments to set targets which are deliberately ambitious.
- Potential areas of difficulty are identified and addressed at the outset.
- Students with SEND are able to study the full curriculum.
- Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from Learning Support Assistants or specialist staff
- The Academy regards high quality teaching, differentiated for individual students, as the first step in responding to students who have or may have SEND
- The Academy regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement.

Learners may have special educational needs either throughout, or at any time during, their learning journey. This policy ensures that curriculum planning and assessment for learners with special educational needs takes account of the type and extent of the difficulty experienced by the learner.

1.2 Definition of Special Educational Needs and Disability (SEND):

Students have special educational needs if they have a *difficulty accessing the curriculum*, temporary or more long-term, which calls for *special educational provision* to be made for them.

Students have *difficulty accessing the curriculum* if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age.
- Have a **disability**, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Students who experience difficulty in accessing the curriculum may also have a particular gift or talent. This is addressed through the Gifted and Talented Provision, in addition to provisions made for their specific need.

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents and staff will be

informed that the child has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional and / or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

Broad areas of need:

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

The purpose of identification is to consider the action the Academy needs to take rather than fitting a student into a category. At the Academy, the needs of the whole young person are considered, not just the special educational needs.

The following are NOT SEN but may impact on progress and attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Persistent disruptive behaviour where there are no causal factors such as undiagnosed learning difficulties or difficulties with communication or mental health issues
- Attendance and Punctuality
- Health and Welfare
- EAL
- Pupil Premium
- Being a Looked After Child

1.3 Curriculum Support [Provision]

This is achieved by:

1. Identifying and assessing individual student's needs.
2. Reporting of students' needs to all members of school staff.
3. Providing an appropriate curriculum, taking into account;
 - Curriculum and examination syllabuses
 - Continuity and progression

- Departmental development plans.
4. Delivering an appropriate curriculum, taking into account;
 - Suitable teaching materials
 - Effective, differentiated teaching strategies
 - A supportive learning environment
 - Encouraging a positive self-image.
 5. Providing learning support through;
 - Curriculum development
 - Support teaching
 - Bespoke training
 - INSET.
 6. Using outside agencies where necessary and appropriate.
 7. Monitoring individual progress and making revisions where necessary.
 8. Ensuring that parents / carers understand the process and involving them in the support of their child's learning.
 9. Encouraging students with SEND to actively participate in all decision making processes and contributing to the assessment of their needs, meetings and transition process.
 10. Making regular reports to governors regarding SEND issues to raise awareness and to aid implementation of processes and procedures.
 11. Learning Support Assistants and teachers collaborate effectively.

PART 2: Structural Arrangements

2.1 SEN Coordinator: Manraj Tawana

SEN System Leader (Governance): Rebecca Leek

2.2 Roles and Responsibilities:

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2015) guidelines and school job descriptions.

Governing Body:

- The Board of Trustees have responsibility for deciding the school's policy and approach to meet the needs of students with SEND.
- Ensuring, through the appraisal process led by the Regional Education Director, that the Headteacher sets objectives and priorities in the school development plan, which includes provision for SEND.
- Monitoring the policy through the school's self-review procedures.
- All Trustees are informed, through their regional governance structure, of the school's provision, including funding, equipment and staffing.
- Reporting annually to parents on the school's policy through the website.

The Headteacher:

- Setting objectives and priorities in the school development plan, which includes SEND.
- Line-managing day-to-day provision for students with SEND, including setting a budget for supporting students within the school's overall financial resources.
- Informing the Governance.

SEN Coordinator:

- Disseminating information and raising awareness of SEND issues throughout the school.
- Is responsible to the Headteacher for the management of SEND provision and the day-to-day operation of the policy.
- Managing and developing the roles of Learning Support Assistants, through training and performance management.
- Screening and identifying students.
- Co-ordinating provision for students.
- Supporting the teaching and learning of students with SEND.
- Keeping accurate records of all students with SEND.
- Drawing up, reviewing and monitoring Support Plans with teachers for those with SEND and others, as required.
- Monitoring departmental delivery of the SEND Policy.
- Recruiting and deploying the School's Learning Support Team, which includes Learning Support Assistants.

Being responsible and accountable for the whole-school SEND resources and sharing with the Headteacher and Business Manager responsibility for the allocation of funding devolved directly from the LA.

- Liaising with parents and carers of students with SEND.
- Liaising with and advising fellow teachers and support staff.
- Liaising with schools including feeder primaries and specialist settings.
- Liaising with other SENCOs, both locally and nationally.
- Liaising with outside agencies,
- Contributing to in-service training and external training (as appropriate).
- Being involved in preparing the SEND report, which the Headteacher forwards to the Governance.

The Academy must publish the SEN Information Report on their website and review annually.

Subject Leaders:

- Departmental Practice to include the writing of EHC plans according to the school's SEND Policy.
- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for students with SEND are purchased from Academy capitation.
- Raising awareness, of Academy responsibilities towards SEND

Other Staff:

“All teachers are teachers of special needs”

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the Learning Support.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring Support Plans are considered in lessons.
- Monitoring progress of students with SEND against agreed targets and objectives.
- Be fully aware of the school's procedures for SEND.
- Raising individual concerns to SENCO.

Learning Support Assistants

- Support students with SEND and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Monitor progress against targets using Support Plans.
- Assist with drawing up individual plans for students and supporting information sheet development, as required.
- Contribute to the review progress, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Support students on Educational Visits, as required.
- Jointly plan with teachers, where appropriate.

Other

- Communicate SEND issues to and from the Academy.
- Raise awareness of SEND issues at Departmental / Pastoral meetings.
- Keep departmental documentation up to date.
- Attend meetings as required.

2.3 Admission Arrangements

Admission arrangements are outlined in the school prospectus.

2.4 Inclusion

At the Academy, all students irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the schools organisational and curriculum structure, its assessment and rewards systems, the arrangements made for careers' education and work experience. Students with SEND are integrated and included fully into the life of the school as a whole, including its social and cultural activities.

The school believes that:

- the needs, rights and entitlements of individual students are the focus of both an educational and social environment;
- staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice;
- the family and community should work together.

2.5 Complaints Procedures

Initially, all complaints from parents or carers about their child's provision is made to the SENCO, who follows this up with relevant staff. However, if a parent or carer is not satisfied with the response given, the Complaints Procedure outlined in the school's prospectus may be followed.

2.6 Monitoring and Evaluation of this Policy

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents or carers, particularly at meetings.
- Recorded views by teachers on students' competence, confidence and social acceptability.
- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results.
- Evidence of planning and targeted expenditure for SEND.
- The SENCO reviewing procedures in consultation with subject leaders, and outside agencies.
- Feedback from departments and outside agencies
- Number of complaints received.
- Through the Governance – RAB Meetings every 6 weeks

PART 3: Identification, Assessment and Provision

3.1 Identification

The school uses the **graduated response** as outlined in “The Code of Practice (2015)”. To help with this process a variety of screening procedures and consultations are used, which are then disseminated to teaching staff via the SEND area.

b) Initial Screening

- KS2 tests
- Reading, spelling, writing tests
- Tests undertaken by the SENCO as identified

Screening in Other Year Groups

Other screening tests are administered when required.

Staff Observation

- Members of staff consult with the SENCO if they notice students who may need specialist help during the school year. Evidence for that concern must be produced, prior to any testing and / or additional intervention being undertaken.
- The SENCO may then ask for additional diagnostic assessment to be undertaken for other professionals.

Referrals by Parents or Carers

- A student’s parent may express concern. Once information is gathered the process is the same as for staff referrals.
- All parental referrals are acted upon.

3.2 Provision

Teaching students with SEND is a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at the Academy learn and progress through these differentiated arrangements.

A Graduated Response is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENCO but will be planned and delivered by teaching and support staff.

Graduated Response

Wave 1 – Quality First teaching by all teaching staff.

Wave 2 - Is initiated where students have failed to make adequate progress as identified by the SENCO through the assessment arrangements as in 3.1.

Criteria for Wave 2 include:

- low Numeracy / Literacy scores
- Level 3 or below in Key Stage 2 SATs
- Teacher's observations
- Primary Teachers' comments
- Concerns from staff or parents

Provision from within the school's resources is identified to help meet the student's needs. Interventions may include:

- Additional learning programmes such as Literacy and Numeracy
- Smaller group sessions.
- Appropriate teaching groups / sets.
- Group support on a regular basis.
- Nurture provision
- Additional staff training.

Wave 3

Where students fail to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services.

They are requested to:

- Provide specialist assessments.
- Give advice on teaching strategies or materials.
- Provide short-term support or training for staff.

The Support Plan is revised and new strategies are put in place following the involvement of student and parents. Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the school will apply for additional resources. The application will be evaluated against criteria established by the LA.

b) Statutory Assessment – EHC Plan

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and / or a parent / carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC plan.

The SENCO is responsible, on a daily basis, for providing support and mentoring, allocates students with statements a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at Wave 2 and Learning Support Assistants are fully involved.

3.3 Support Plans and Reviews

The strategies that will be employed at Wave 2, Wave 3 and for students with EHC plans are recorded in the Support Plans reflecting provision that is additional to, or different from, normal differentiated provision. Not all students with SEND have a Support Plan, their progress is closely monitored.

Contents of the Information Sheet include:

- Access Arrangement information

- Teaching strategies to be used
- Additional provision to be put in place
- Along with data referring to attainment and specific needs.

The Support Plan is communicated to all staff who support the student's learning, and to the parents or carers and the student.

Support Plans are constantly reviewed and updated, but also form part of the formal review process following consultation with teaching staff and new targets identified. Prior to review, teaching staff return the completed target sheet

- Outlining the steps they have taken to help students achieve their targets
- Current assessment information
- Observations
- How well the targets have been achieved
- Future concerns / targets

3.4 Continuous monitoring of individual progress

Monitoring of individual progress is completed rigorously by Academy's and individual reviews, screening tests and through procedures described in the Assessment Policy.

3.5 Provision of an appropriate curriculum

Through their departmental development plans, the SEF and in conjunction with SEN statements, provision for students with SEND is regularly reviewed and revised. It is the responsibility of individual departments in the Academy to ensure that the students with SEND make at least expected progress in partnership with the Learning Support Dept.

3.6 Provision of Curriculum Support

The Learning Support Department can help subject areas in the following ways (although this is not an exhaustive list):

a) Curriculum development:

- Planning with individual members of staff / departments.
- Selection / design and preparation of suitable materials.
- Selection / design of teaching strategies.

b) Support teaching:

This is achieved by working collaboratively with a subject teacher. The SENCO can assist by:

- Planning appropriate programmes of work.
- Preparation of relevant and differentiated materials.
- Team and individual teaching.
- Helping to facilitate a wide range of teaching and learning styles.
- Evaluating and reviewing what has been achieved.

c) Withdrawal

Some students with special educational needs may be withdrawn 1:1 or within small group sessions or to use technological support; the withdrawal of students is kept to an absolute minimum, in accordance with the Academy inclusive ethos.

d) In-service Training

- The SENCO provides training for NQTs and other new staff at the school on Code of Practice procedures at the Academy.
- Individual or groups can ask for training from the SENCO as required, for specific purposes or generic training.
- Whole-school INSET, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.

3.7 Allocation of Resources

The school is funded to meet the needs of all their students through its core budget but is additionally funded to support provision for SEND through:

- Deprivation and underachievement factors, based on the number of students receiving free meals and those underachieving on entry.
- Funding for specific students to meet their assessed needs.
- Delegated and designated budgets.
- Also, in some part, the Pupil Premium.

PART 4: Partnership

4.1 Academy

- The SENCO liaises closely with individual subject leaders and senior staff. Information and concerns are always discussed with the appropriate member of staff.
- Academy systems and procedures provide the mechanism through which SEND issues are discussed and disseminated.

4.2 Parents

The Academy actively seeks to work with parents / carers and values the contributions they make.

- Parental views are recorded as part of the Annual Review procedures.
- Parents are actively encouraged to help their child in many ways, for example: hearing their child read and learning spellings. Information sheets have been produced that may be helpful.
- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers.
- Effective communication is achieved through regular contact with home either through letters, telephone calls or the student's planner.
- New parents can attend the Open Evening prior to transfer.

4.3 Students

- The Academy acknowledges the student's role as a partner in his / her own education.
- Students are actively encouraged to be involved in decision making by attending all reviews and to be involved with negotiating and evaluating their targets.
- Student views are recorded as part of the review process and their views are valued and listened to.

4.4 External Support

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student. The external support agencies used by the Academy may include:

- The Educational Psychologist
- Cognition and Learning Team
- The Child and Mental Health Service (CAMHS)
- The School Nurse
- The Educational Welfare Officer
- Speech and Language Service
- Occupational Therapy
- Physiotherapy
- Other Specialist Teaching Services (STS)

4.5 Between Academies

- The SENCO liaises with other SENCOs within the Trust.
- The Trust provides system leader support for SEN across the chain.
- System leader to share good practice and discuss local/national SEND issues.
- At LA run 'SENCO-network' meetings.
- On the transfer of a student with SEND.
- Through the national DfE hosted 'SENCO-forum' mailing system.

4.6 Transfer Arrangements

- All documentation about special needs included in a student's record is transferred between schools. The SENCO deals with specific enquiries.
- Additional induction days are arranged as required for all students with SEND and vulnerability factors.