



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Throughout this policy reference to parents includes carers.

1. Rationale

The Academy seeks to ensure that children with SEND are offered full access to a broad, balanced and relevant education, including the National Curriculum.

2. Aims

- 2.1 To enable pupils with SEND to reach their full potential and be fully included in the Academy community.
- 2.2 To ensure that the special educational needs of pupils are identified, assessed and met.
- 2.3 To identify roles and responsibilities of all involved with the Academy in providing for SEND.

3. Objectives

- 3.1 To allocate responsibilities for managing SEND.
- 3.2 To allocate resources to meet the needs of pupils with SEND efficiently and effectively.
- 3.3 To establish procedures to identify, assess and monitor the progress of pupils with SEND.
- 3.4 To ensure all staff are made aware of the SEND of pupils they teach.
- 3.5 To establish criteria for provision at SEND Support and High Needs.
- 3.6 To ensure that the Annual Reviews of pupils with Educational Health Care Plans are carried out in line with statutory requirements.
- 3.7 To ensure that reviews of any Individual Education Plans (IEPs) are carried out at least twice yearly.
- 3.8 To develop supportive partnership with parents.
- 3.9 To encourage pupil participation in target-setting and decisions about provision.
- 3.10 To clarify the role of the governors with regard to this policy.

4. Procedures and Practice

- 4.1 The SEND Co-ordinator (SENCO) will manage the procedures and practice of this policy, but all staff are responsible for its implementation. (See Appendix I) Staff are made aware of their responsibilities through in-service training.
- 4.2 Resources are allocated in a flexible way to meet the needs of pupils with SEND.
- 4.3 The SEND of pupils is identified and assessed, and progress is monitored. (See Appendix I)
- 4.4 A graduated approach to meeting SEND is in place. (See Appendix - 'Strands of Action')
- 4.5 All pupils are subject to Somerset LEA's admissions criteria. Pupils admitted to the Communication Base will be included in the Planned Admission Number.
- 4.6 The Basic Entitlement of provision made available to all pupils is identified and recorded at whole Academy and departmental levels. (See Appendix)
- 4.7 Criteria relating to provision at SEND Support and High Needs are clear. (See Appendix)
- 4.8 A register of pupils with SEND, and their level of provision is kept by the SENCO and placed on 'P' directory. Information about the SEND of pupils is circulated by the SENCO.
- 4.9 All relevant staff contribute to the evidence necessary for SEND High Needs funding applications. (See Appendix I)
- 4.10 Parents are informed of the arrangements made to address their children's needs and involved in reviews. (See Appendix)
- 4.11 Pupils are encouraged to participate in reviews of any IEPs and Statements or Educational Health Care

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Plans. (Appendix)

4.12 Governors are informed of their responsibilities under the Code of Practice. (See Appendix I)

4.13 A complaint procedure is laid out in the Appendix I.

5. Review and Evaluation

5.1 The Governors' Teaching and Learning Committee will review and evaluate this policy.

5.2 The outcome of the review and evaluation will form the basis of the statutory annual report and this, together with any recommendations, will go to the Full Governing Body.

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INTRODUCTION

There is a new Code of Practice for Special Educational Needs which was published in January 2015.

This policy has been revised to reflect the requirements of this new Code of Practice following the fundamental principles that:

- *a child with SEND should have their needs met*
- *the SEND of children will normally be met in mainstream schools*
- *the views of the child should be sought and taken into account*
- *children with SEND should be offered full access to a broad, balanced and relevant education, including the National Curriculum*

Definitions

Children have *special educational needs* if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Children have a *learning difficulty or disability* if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Special educational provision means:

Educational provision which is additional to or otherwise different from the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area Education Act 1996, Section 312

A person has a *disability* if:

he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities Disability Discrimination Act 1995

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Responsibilities**The Governing Body has a responsibility to:**

- do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- ensure that, where the 'responsible person' - the head teacher or the appropriate governor - has been informed by the LEA that a pupil has special educational needs, those needs are made known to all who are likely to teach them
- ensure that teachers in the Academy are aware of the importance of identifying, and providing for those pupils who have special educational needs
- ensure that a pupil with SEND joins in the activities of the Academy together with pupils who do not have SEND, so far as it is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- report to parents on the implementation of the Academy's policy for SEND

The 'responsible person' is the Headteacher**The SENCO has a responsibility to:**

- oversee the day-to-day operation of the SEND policy
- manage the team of SEND support staff
- co-ordinate the provision for pupils with SEND
- allocate resources to meet the needs of pupils with SEND
- oversee the records of pupils on SEND Support and High Needs
- liaise with parents of pupils with SEND on SEND Support and High Needs
- liaise with and advise fellow teachers
- contribute to the in-service training of staff
- liaise with external agencies including the LEA's support and educational psychology services, health and children's social care
- maintain an up-to-date register of pupils with SEND
- ensure that colleagues are made aware of the SEND of pupils they teach
- assess and monitor the progress of pupils with SEND at SEND support and above.
- write and review IEPs where appropriate
- carry out Annual Reviews of Statements, Educational Health Care Plans and High Needs Pupils.
- collate the evidence required for High needs funding applications
- ensure the accessibility policy is up to date and relevant to individual needs

For pupils with Communication Base places, the Communication Base Teacher takes on these responsibilities. (Communication Base Policy)**All teaching staff have a responsibility to:**

- provide differentiated learning activities to meet the learning needs of all pupils in their classes
- take on board the information given about the SEND of pupils
- contribute to the reviews of Statements and Educational Health Care Plan
- inform TA's of the content of the curriculum and learning objectives of lessons
- contribute to the evidence required for High Needs funding applications

Partnership with Parents

- Parents are encouraged to make contact with a subject teacher or member of the pastoral team or SENCO at any time if they have concerns about their child. The SENCO is involved with parents of pupils at SEN support or above.
- For pupils having a Statement of Special Educational Needs or an Education, Health and Care Plan, parents are sent copies of their child's IEP and are invited to reviews twice yearly. One of these reviews will be part of the usual parent consultation meeting following the issue of the full academic report.
- Parental permission is always sought before referring a child to an outside agency. When a pupil is seen by a member of the support services, parents are encouraged to attend for a discussion of the findings.
- Parents have a pivotal role in the Annual Reviews of pupils having a Statement of Special Educational Needs or an Education, Health and Care Plan.
- Parents are informed of the LEA parent partnership service.

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Pupil Participation

- The Academy has a commitment to encouraging and enabling pupils to participate in decision-making.
- Pupils with SEND take an active part in reviewing their progress. This may be done through discussion with the form tutor, PTL, SENCO or another member of the support staff.
- Pupils with Statements and Educational Health Care Plans are encouraged to attend the Annual Reviews and to express their views. If they do not feel able to do that, their views are sought at another time by their parents or a member of staff who knows them well, and their views are recorded.

Identification and Assessment of pupils with SEND

Some pupils with SEND will have been identified in their First Schools and their needs will be known through liaison with the Year 5 PTL and SENCO.

The needs of most pupils will be met through those strategies identified as provision for all on the Provision Map.

However, concern may arise at any time which may lead to SEND being identified which requires provision which is additional to or different from what is provided as a Basic Entitlement.

Triggers for provision at SEND Support

1. Records from previous school stating a pupil's level of performance and areas of difficulty.
2. Achievement in:
 - Optional SATs in Years 4 and 5
 - GL assessments in year 4
 - CATS in Year 5
 - SATs in Year 6
 - Reading and spelling assessments
 - Reading and spelling ages
3. Concern expressed by teachers, parents, TA's or others and underpinned by evidence that a child, despite receiving differentiated learning opportunities and some strategies outlined as provision for all:
 - *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 maths skills that result in poor attainment in some curricular areas*
 - *presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in school*
 - *has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment*
 - *has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum*

(DfES SEN Code of Practice 2001)
4. Assessments and reports from outside agencies eg
 - Educational Psychologist
 - Learning Support Team
 - Speech and Language Therapist
 - Occupational Therapist

If it is felt that a pupil requires interventions that are **additional to** or **different from** those provided as part of the school's usual differentiated curriculum, the SENCO will ensure the intervention is monitored and progress measured appropriately.

Where the need for an Individual Plan is linked to behaviour problems, the PTL will, in consultation with the pupil and parents, draw up an Individual Behaviour plan (BP).

For pupils who are school refusers or at risk of permanent exclusion, a Pastoral Support Plan (PSP) will be set up according to LEA guidelines by the relevant pastoral team member.

Individual Education Plans and Individual Behaviour Plans (non statutory)

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Where it is appropriate to use an IEP it will include information on:

- the short-term targets set for or by the pupil
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed at least twice yearly and where appropriate three times
- parental invites in writing to review meeting
- success and/or exit criteria
- outcomes(to be recorded when the IEP is reviewed)

If a pupil responds to intervention and has now progressed to expected levels they may be removed from the SEND register.

Involvement of outside agencies

If, despite specific interventions put in place by the Academy, there continues to be concern about lack of progress, the SENCO, following discussion with the parents and relevant staff, may involve the LEA services by:

- contacting the service and requesting general advice on strategies
- raising the pupil's name at the twice yearly consultation meeting to request further assessment and advice on strategies and teaching materials
- requesting whole school or departmental INSET

Health Service professionals will usually require a referral from the child's GP.

The SENCO maintains links with the LEA support services including:

- Learning Support Team
- Educational Psychologist
- Traveller Support Service
- Support Service for Pupils with Physical Disabilities
- Support Service for Hearing Impaired pupils
- Support Service for Visually Impaired pupils

and also health professionals including:

- Speech and Language Therapist
- Occupational Therapist
- Physiotherapist
- Child and Adolescent Mental Health Service
- Consultant Paediatrician
- Paediatric Psychiatrist
- School Nurse

Element 3 – High Needs Pupils

If, despite specific interventions from the Academy and involvement of outside agencies, a pupil continues to make little or no progress, the SENCO, in collaboration with key staff, will consider whether the child might meet the criteria for extra LEA funding, as set out in the document "Audit Framework to Identify Pupils with Severe and Complex Needs".

In making an application for High Needs funding, school-based evidence is required, which may include:

- detailed plans of strategies and interventions in place to support the child
- levels of support in place
- details of the child's level of functioning
- details of involvement of the LEA Support Services

This evidence will be collated by the SENCO, but will require input from all involved staff. Pupils for whom the Academy receives additional funding are at Element 3 – High Needs. High Needs Pupils also include those pupils on an Educational Health Care Plan.

Monitoring and Reviewing

Progress of pupils at Element 3 – High Needs is monitored through reviews of IEPs (twice yearly) and Annual Reviews of Statements and Educational Health Care Plans (EHCP).

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Progress towards targets identified in IEPs is monitored through:

- feedback from class and subject teachers.
- feedback from pupils and parents
- in-class monitoring by TAs
- feedback from Intervention Groups run by TAs
- information from academic and interim reports to parents
- up-dates assessments eg for reading, spelling and comprehension
- reports from outside agencies

Parents are invited to reviews of IEPs, Educational Health Care Plans and Statements, and pupils are encouraged to attend. One review will normally coincide with a parent consultation meeting following the full academic report.

Complaints Procedure

Complaints regarding the SEND provision for a particular pupil will be dealt with by the SENCO in the first instance.

Complaints are requested in writing.

Normally, complaints will be acknowledged within two working days and a full response made within ten working days.

The Headteacher, appropriate Pastoral Team Leader and Form Tutor will be informed of the outcome by the SENCO. If the complaint is not dealt with to the satisfaction of the parent, the complaints procedure outlined in the Academy's prospectus will be followed.

Allocation of Resources

Resources to meet the needs of pupils with SEND comes from a variety of sources:

- Formula funding, including AWPU. This is available to all pupils as a basic entitlement.
- SEND budget. This is used for staffing in the Learning Support Department.
- Element 3 - High Needs funding. This is the extra funding allocated to support specific pupils with severe and complex needs, and is used mainly for additional staffing.

Allocation of TA Time

TAs are allocated to in-class support, 1-1 tutoring and teaching interventions to small groups.

Flexible grouping is used to maximise support time.

TA time is allocated to pupils and groups according to the following criteria:

- the level of support specified by Element 3 – High Needs criteria
- the demands of any Statement issued by the LEA
- the level of support required to allow pupils at SEND Support to make progress without compromising the progress of other pupils

What to do if you think a child is not making 'adequate progress'

1. Highlight on your department's provision map things that you have done and check that everything possible has been tried.
2. Talk to the child's tutor to see if other teachers have expressed concern. Ask for the child's name to be raised at a year meeting.
3. If concerns are isolated to one subject, consult CTL for advice.
4. If concerns are more general, request that tutor instigates round robin.
5. On the basis of round robin returns, the Pastoral Team Leader (PTL) liaises with the SENCO, who assesses all current evidence.
6. Check file for evidence of concerns from previous school, or involvement of other agencies.
7. Parents to be contacted by SENCO.

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