

SEN Policy

Policy Review Period 2 Year

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Committee Owner Children & their Learning

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Aim

We provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. We have three named SENCo's Mrs Katherine Langley (Orchard Campus), Mrs Cheryl Jeans (Lockleaze Road Phase 1) and Miss Rosalind Smith (Lockleaze Road Phase 2&3). Mrs Rosalind Walker and Kate Langley has the Government SENCO qualification. The Governor for SEND is Hannah Hughes.

- To provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the SEN Code of Practice.
- To promote independence, equality and consideration for others.
- To enable each pupil to reach his or her potential, both curricular and extra-curricular.
- To enable each pupil to partake in, and contribute fully, to school life.
- To foster an atmosphere in our school that will promote a happy and secure environment to ensure the most effective learning for all children.

Objectives

- Staff members seek to identify the needs of pupils with SEND as early as possible.
- Staff members monitor closely the progress of all children to aid the identification of SEND.
- Continuous monitoring of those children with SEND by review and assessment to help to ensure that children can reach their potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.
- Work within the guidance provided in the SEND Code of Practice, 2014.
- Work with parents to gain a better understanding of their child and involve them in all stages and decisions regarding the child's provision.
- Work with and support outside agencies, where the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils can contribute to their learning provision.
- Provide support and advice for all staff working with pupils with SEND.

Identification, Assessment and review of SEND

There are four broad categories of SEND:

- Communication and Interaction - this includes children with speech and language delay, impairments or disorders, specific learning difficulties and those who demonstrate features within the autistic spectrum.
- Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties.
- Social, emotional and mental health - this includes children who may be isolated or withdrawn, disruptive, hyperactive, ADHD or lack concentration.
- Physical and sensory - this includes children with sensory, multi-sensory and physical difficulties.

We identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person. Behavioural difficulties do not necessarily mean that a child or young person has SEND and should not automatically lead to a pupil being registered as having SEND. Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. Persistent, disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Identifying and assessing SEND for children or young people whose first language is English requires care; difficulties related solely to limitations in English as an additional language are not SEND.

A graduated approach to SEND support

The Code of Practice outlines a graduated response to pupils needs, recognising that there is a range of needs matched by a range of support. This response is actions that are additional to or different from the provision made as a part of the school's usual differentiated curriculum and strategies.

Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, pupil book/work scrutiny and progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.

Class teachers, supported by the Leadership Team, undertake regular data analysis of all pupils. We seek to identify any pupil falling significantly outside the range of expected academic achievement in line with predicted performance indicators.

This can be characterised by progress which;

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

The first response will be to monitor these children closely and ensure they receive high quality teaching targeted at their area of weakness. Once a pupil has been identified as possibly having SEND they will be closely monitored by staff to gauge their level of learning and possible difficulties.

The teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. The SENCo will be consulted as needed for support and advice and they may observe the pupil in class and examine their work.

Parents will be informed fully of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share any information and queries with the school.

The pupil is monitored if a concern is raised by parent or teacher but this does not always place the pupil on the schools SEND register. Concerns are discussed with parents/carers. It is recorded by the school and the children may be placed on the cause for concern register.

SEND Support

When a pupil is identified as having SEND, effective specialist educational provision will be put in place. This send support takes the form of a four-part cycle (Assess, Plan, Do Review) through which earlier decisions and actions are revisited, refined and revised, with a growing understanding of the pupil's needs and of what support is most effective in supporting the pupil to achieve good progress and outcomes.

Assess

In identifying a child as needing SEND support the class teacher, working with the SENCo, carries out a clear analysis of the pupils' needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experiences of parents, the pupil's own views and, if relevant, advice from external support services. In some

cases, outside professionals from health or social services may already be involved with the child. These professional should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCo will contact them if appropriate.

This analysis will require regular review to ensure that support and intervention is best matched to need; barriers to learning are clearly identified and the interventions being used are developing and evolving as required. Where external support staff are involved, their work and advice will help inform the assessment of need.

Plan

Where it is decided to provide a pupil with SEND support, the parents will be formally notified. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo will support the class teacher in the further assessment of the child's strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be regularly reviewed. This then feeds back into the analysis of the pupil's needs. The SENCo, working with the class teacher will revise the support considering the pupil's progress and development.

Where a pupil has an Education and Health Care Plan or receives Top Up funding, the local authority, in cooperation with the school must review that plan as a minimum every twelve months.

The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the Leadership Team
- Analysis of pupil tracking data
- Analysis of the impact of interventions
- Meetings with parents

- Monitoring of procedures and practice by the SEND governors.

Specialist Support

The school continues to build strong links with external support services to fully support our SEND pupils and school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we may consider involving specialists, including those secured by the school or from outside agencies. The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child.

Referral for an Education, Health Care Plan

A small number of pupils, whose needs are complex and long term, may require a greater level of support. For these pupils, a request can be made to the local authority to conduct an Education, Health Care needs assessment. This may result in an Education, Health and Care Plan (EHCP). This brings together the child's health and social care needs as well as their special educational needs.

Managing Pupils needs on the SEND register

A register is kept of pupils with SEND. Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. Review of pupils on the SEND register takes place three times a year. For pupils with Education, Health Care Plans or statements an annual review meeting is held once a year. Pupil provision plans are used to detail important information about the pupil, including their key areas of need, the support they have received, information provided by the professionals and in some cases their personal targets. Class teachers, parents, pupils and other professional will contribute to the Provision Plan.

Criteria for Exiting the SEND Register

If it is felt that children are making progress which is sustainable then they may be taken off the SEND register. If this is the case then the views of the teachers, SENCo, pupils and parents need to be considered, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off the SEND register, then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through the schools monitoring procedures, such as pupil progress meetings.

Supporting Pupils and Families

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

Supporting Children at School with Medical Conditions

The school recognises that pupils at school should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions will be disabled and where this is the case the school will comply with its duties under the Equalities Act 2010. Information regarding medical conditions will be shared with the staff involved with the pupil and training will take place if required.

Training and Resources

To maintain and develop the quality of teaching and educational provision and to respond to the needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post.

Roles and Responsibilities

Provision for pupils with SEND is a matter for the whole school. The board of governors, in consultation with the Executive Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs.

Governors will ensure that:

- The necessary provision is made for any pupil with SEND
- All staff are aware of the need to identify and provide for pupils with SEND
- Pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- They have regard to the requirements of the Code of Practice for Special Educational Needs and Disabilities (2014)
- Parents are notified if the school decides to make SEND provision for their child
- They are fully informed about SEND issues, so that they can play a major part in school self-review
- They set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

The Executive Headteacher & Heads of School are responsible for:

- The management of all aspects of the school's work, including provision for pupils with special educational needs and disabilities
- Keeping the governing body informed about SEND issues
- Working closely with the SENCo's
- The deployment of all special needs personnel within the school
- Monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole

The Special Educational Needs Coordinators (SENCo) are responsible for:

- Overseeing the day to day operation of the school's SEND policy
- Co-ordinating the provision for pupils with special educational needs
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other school staff
- Helping staff to identify pupils with special educational needs
- Carrying out assessments and observations of pupils with specific learning problems
- Supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils' and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- Liaising closely with parents of pupils with SEND alongside class teachers so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teacher and parents
- Maintaining the school's SEND register and records.
- Assisting in the monitoring and evaluation of progress of pupils with SEND using existing school assessment information
- Contribution to the in-service training of all staff
- Liaising with the SENCo's in pre-school's, receiving schools and/or other primary schools to help provide a smooth transition from one school to the other

Class teachers are responsible for:

- Providing high quality teaching for all pupils
- Assessing pupils needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with SENCo, parents and pupil)

- Regularly reviewing the impact of these adjustments, interventions and support including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum
- Retaining responsibility for the child, including working with the child on a daily basis
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of pupils with SEND
- Creating, Implementing and reviewing individual provision plans.

TAs should:

- Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- Use the school's procedure for giving feedback to teachers and the SENCo about pupil's progress.

TAs work as a part of a team with the SENCo and the teachers, supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in supporting children with their individual targets and the monitoring process.

Storing and Managing Information

Documents relating to pupils on the SEND register will be stored in a secure place with their provision plans. SEND records will be passed onto a child's next setting when he or she leaves the School.

Complaints Procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCo who will be able to offer advice.

Refer to the Trust in Learning Academies complaints procedure.