



Special Educational Needs and Disabilities (SEND) Policy

November 2017

Introduction

This policy is intended to ensure that the school experiences of children with special educational needs and disabilities are positive and supportive and allow them the opportunity to develop educationally, socially and emotionally. This policy clarifies the ways in which we include all children at Akroydon Primary Academy, whatever their needs. Akroydon Primary Academy has a named SENDCO (Emma Malone) and a named Governor responsible for SEND (Mr J White). Together they ensure that Akroydon's Special Educational Needs and Disabilities Policy works within the guidelines and inclusion policies of the Code of Practice, the Local Education Authority and other policies current within the academy.

Our Vision

Using the diverse range of skills of our large staff, through a great variety of experiences, both in the academy and in the many extra-curricular and out-of-school activities we undertake, we provide a happy, safe and stimulating environment where high expectations allow both children and staff to achieve their best. We help our children to develop their skills and the desire to enjoy learning throughout life by fostering the self-esteem of individuals and encouraging them to become healthy, responsible citizens who make positive contributions to the wider community.

Aims

- To ensure that all pupils have access to a broad and balanced curriculum.
- To create an environment that meets the special educational needs and disabilities of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- To ensure pupils receive a differentiated curriculum appropriate to the individual's needs and ability, which allows all children to make good progress from their individual starting points.
- To ensure that pupils with additional needs are included as far as possible in all school activities.
- To ensure the identification of all pupils requiring SEND provision as early as possible.
- To ensure parents are involved in regular discussions about children's aspirations, outcomes and provision.
- To ensure that parents of pupils with SEND are kept fully informed of their child's progress and attainment, strengths and next steps.

- To ensure that pupils with SEND are involved, where practical, in decisions affecting their future provision.
- To regularly review the progress of all children, to evaluate the provision in place, set SMART targets and work in collaboration and partnership with outside agency providers as outlined in the SEND Code of Practice, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Our beliefs

At Akroydon it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the SEND Code of Practice:

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

We recognise the entitlement of all pupils to a balanced and broad curriculum. Our policy reinforces the need for teaching that is fully inclusive for all pupils and is adapted to meet the changing needs of individuals. The Governing Body will ensure that appropriate provision will be made for all pupils with Special Educational Needs and/or Disabilities.

Definition of Special Educational Needs and Disability (SEND)

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that:

'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 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions*

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...

A child under compulsory school age has SEN if he or she is likely to fall within the definition [above] when they reach compulsory schools age or would do so if special educational provision was not made for them.'

This SEND policy details how, at Akroydon, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs or disabilities.

What is not SEND but may impact progress and attainment?

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of serviceman/woman

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly to ensure all children have equal access to succeeding in this subject.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole academy. The governing body, the principal, the SENDCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs and disabilities.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need or disability, this information is transferred from other partners in their Early Years setting and the class teacher and SENDCo will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

Where a child does not already have an identified special educational need or disability, early identification of pupils with SEND is a priority. Early identification is key wherever possible to provide the correct level of support to meet the needs of individuals.

The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- A graduated response
- Information collated from parents and carers.
- Evidence obtained by teacher observation/ assessment.
- Pupils' attainment judged against end of year expectations
- Pupil progress in relation to the progress children make over a period of time towards the end of year expectations.
- Standardised screening or assessment tools where appropriate.
- Diagnostic testing where appropriate.
- Previous data following transitions.
- Children who make little or no progress even when teaching approaches are targeted, particularly in an identified area of challenge.
- Signs of difficulty in developing English or Maths skills which result in poor attainment in some curriculum areas.
- Persistent social, emotional and mental health difficulties which are not supported by the behaviour management techniques usually employed in the school.
- Demonstrating sensory or physical problems, and continuing to make little or no progress despite the provision of specialist equipment and advice.
- Communication and/or interaction difficulties and continuing to make little or no progress despite the provision of a differentiated curriculum.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCo, will ensure that those pupils requiring different or additional support are identified at an early stage.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

Reasons for a child being added to the SEND register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing English or Maths skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the academy.
- 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.

Monitoring Children's Progress

The academy's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCo to review the child's needs. This review might lead to the conclusion that the pupil requires support which additional to and/ or different from the support given to the rest of the class. The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Equals or improves upon the pupil's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour or emotional wellbeing.

In order to help children with special educational needs, Akroydon will adopt a graduated response. This may see us using specialist expertise if as an academy we feel that our interventions are still not having an impact on the individual. The academy will record the steps taken to meet the needs of individual children through the use of provision maps and learning plans and the SENDCo will have responsibility for ensuring that records are kept and available when needed.

When any concern is initially noticed, it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a period of up to 6-8 weeks. If no progress is noted after this time the child may be added to the SEND register with parental permission.

Once added to the SEND register, strategies employed to enable the child to progress will be recorded within the whole school provision map which will include information about:

- The short term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- How the targets will help the child in their learning

- The review date

The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

SEN Support

The class teacher, after discussion with the SENDCo, will then provide additional interventions that are additional to those provided as part of the academy's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be recorded on the whole school provision map and will be monitored by the class teacher and teaching assistants within the class. Children on SEN support with high complex needs will have an Individual Learning Plan (ILP), focusing on the holistic needs of the child with the parents having a greater say in the provision and future needs of their child.

Interventions will be time limited and reviewed regularly and adjustments will be made as required, in line with the graduated response (assess, plan, do, review). Formal reviews with the SENDCo, parents and young person will take place at least termly.

Education Health Care Plans

Where the academy resources and funding fail to adequately meet the children's severe, complex and long term needs, the academy will make a submission asking the Local Educational Authority (LEA) to consider the need for formal assessment through close partnership with external agencies. If the submission is successful, the child will continue to be supported through SEN support, while the LEA Statutory Assessment Service prepares an Educational Health Care Plan.

The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and disabilities, and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous provision maps and learning plans.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in English and Maths.
- Education and other assessments, for example from an advisory specialist support teacher or an educational psychologist.

- Views of the parents.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. The attainment and progress of children with SEND will be reviewed each term in addition to the statutory annual assessment. When this coincides with transfer to high school, the SENDCo from the high school will be informed of the outcome of the review.

Record keeping

The academy will record the steps taken to meet pupils' individual needs. The SENDCo will maintain the records and ensure access to them. In addition to the usual academy records, the pupil's profile will include:

- Information from previous school/phases
- Information from parents
- Information from pupils (e.g. one page profiles)
- Reports from external agencies
- Copies of referral requests
- Education Health and Care Plans as appropriate

Partnership with parents

We believe that parents should be involved in their child's education from the earliest stages and, when the child has SEND, this is even more vital. Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. Parents are always informed of teachers' concerns and we strive to create an atmosphere where parents feel able to voice their concerns. Parents can often provide information about medical, social or emotional factors that may be affecting the child's learning or behaviour. Parents are encouraged to take an active part in supporting their child's learning and are kept informed about progress made. Parents' permission is received annually. Parental consent is received before requesting advice from or referring a child to external agencies.

Children and young people with special educational needs and disabilities often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The academy website contains details of our SEND policy, the local offer, and the SEND information report, including the arrangements made for children at Akroydon with special educational needs.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at

all stages. We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of children with SEND with their parents.

The use of outside agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded on the whole school provision map continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing English and Maths skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs and disabilities. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. All staff have received training on 'Teaching and Learning styles' enabling teachers to plan lessons that incorporate the different learning styles that children have.

Interventions recorded on the provision map employ a small-steps approach, breaking down the existing levels of attainment into finely graded steps and targets. By doing so, we ensure that all children experience success. All children on the SEND register have access to interventions that are additional to and different from those who are not classed as having a special educational need or disability.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

The role of the Governors

The Governor for SEND is Mr J White.

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- Designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator (SENDCo).
- Ensure that the work of the SENDCo is monitored and that provision and outcomes are monitored and reported upon.
- Use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs and Disabilities.
- Ensure that children and young people with additional needs engage in the activities of the academy alongside pupils who are not deemed to have additional needs.
- Inform parents/carers when they are making special educational provision for a child.
- Prepare an SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the academy for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

The role of the Principal

The Principal (Mrs E Hanlon) has responsibility for the day-to-day management of all aspects of the academy's work, including provision for children with special educational needs and disabilities. The Principal will keep the Governing Body fully

informed on SEND issues. The Principal will work closely with the SENDCo and the Governor with responsibility for SEND.

The role of the SENDCo

The SENDCo is Miss E Malone.

The role of the SENDCo is to

- be responsible for the day to day operation of this policy;
- support and advise colleagues;
- co-ordinate provision for pupils with SEND;
- oversee record-keeping on all children with SEND working in partnership with members of staff;
- liaise with parents of children with SEND;
- liaise with external agencies including the Educational Psychology Service (EPS), Pupil Support Services (e.g. PPRS) and medical services, including Speech and Language Therapists, Occupational Therapists, etc;
- manage the staff who support children with SEND ;
- contribute to in-service training of staff;
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer.
- Co-ordinating and developing strategies for the identification and review of children with SEND.
- Making regular visits to classrooms to monitor the progress of children on the SEND Register.

The role of Teachers

The Code of Practice states that:

“Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.” (DfE 2015)

At Akroydon we know that high quality differentiated teaching provides the most impactful learning. We strive to provide this high quality, broad, balanced and enjoyable differentiated curriculum for all pupils, whatever their needs.

Teachers are required to

- Meet the 2012 Teachers Standards.
- Liaise with pupils and parents at least termly to review and discuss attainment and provision
- Plan, teach and resource high quality lessons which are accurately differentiated for children’s additional needs.

- Use suitable methods of differentiation to provide for children's needs.
- Follow the Code of Practice Graduated Response to plan and provide for additional interventions where needed.
- Liaise with staff who support children in their class, and take responsibility for supporting all children.
- Be aware of the academy's SEND policy and the procedures for identifying, assessing and making provision for pupils with additional needs.
- Facilitate effective provision in response to children's diverse needs in order to remove potential barriers to learning.
- Work with the SENDCo as appropriate.
- Maintain and organise interventions, Learning Plans, Education Health Care Plans, reports from external agencies and other paperwork as required, keeping it safe and up to date. Such paperwork that is deemed as a working document should be treated as such.
- Be aware of the 'reasonable adjustments' duty for schools in providing adaptations and auxiliary aids to pupils.
- Keep up to date with information and advice of pupils with additional educational needs and disabilities by, for example, attending staff training, seeking advice, liaising with external agencies.

Dealing with complaints

We believe that partnerships between home and the academy will have the highest impact on pupil outcomes. All complaints are taken seriously.

Step 1: Parents should discuss their concerns with the class teacher. If it cannot be resolved;

Step 2: Parents should discuss their concerns with the SENDCo. If it cannot be resolved;

Step 3: Parents can raise any concerns they may still have with the Head teacher. If it cannot be resolved;

Step 4: Parents should put their complaint in writing to the chair of governors who will deal with the complaint in line with complaints policy.

In the unlikely event it is not resolved; parents can then take the complaint to the Local Authority, and ultimately the Secretary of State.

Transition

The SENDCo and teachers (where applicable) will pass on information about pupils with special educational needs and disabilities. The SENDCo/Year 6 staff will attend any meetings arranged by the Local Authority for transition to secondary provision, as well as meeting with the school SENDCo/Head of Year as arranged. We know that it is vital for current and future staff to have an awareness of the pupils entering their care in order to provide for them. For children with significant needs a transition package will be put in place. This may be between year groups or settings, and may include visits to the new setting and staff, a transition book with photographs to take home and social stories.

Miss Malone
SENDCo

Date: November 2017