

Ebor Gardens and Victoria Primary Academies



SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Policy updated:	January 2020
Adopted:	January 2020
Review date:	January 2021

SENCO – Mrs Helen Mills
SEN Governor –

The development and monitoring of the school's work on SEND will be undertaken by the Academy SENCO in consultation with the Executive Principal/Head of School, school staff, Governors, parents, the Local Authority and other external agencies.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Teachers Standards 2012

Definition of special educational needs

A pupil has SEN where their learning difficulty or disability calls for special educational provision, defined as provision which is 'different from, or additional to, that normally available to pupils of the same age.'

Four broad areas of need are identified in the Code of Practice and recognised within our schools:

Communication and Interaction - this includes children with speech and language delay, and those who demonstrate social communication difficulties including Autistic Spectrum Condition

Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or Developmental Co-ordination Disorder

Social, Emotional and Mental Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

Sensory and/or Physical Needs - this includes children with visual or hearing impairment, multisensory and physical difficulties.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Class teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and circumstances. These can be characterised by progress which:

- is significantly lower 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

Ebor Gardens and Victoria Primary Academies also recognise factors which are not a special educational need but may impact on progress and attainment. These include:-

- 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)
- Attendance and Punctuality
- Health and Welfare

- EAL
- Being in receipt of Pupil Premium Grant
- Being a Child Looked After

Aims and Objectives

At Ebor Gardens and Victoria Primary Academies we have an inclusive ethos and strive to support **all** children to achieve at school. We believe every teacher is a teacher of every child or young person including those with SEND. We work closely with our children, families and a wide range of professionals to ensure the best possible educational outcomes. Early identification of children with SEND enables early intervention to be implemented and extra support to be put in place.

The aim of our Special Educational Needs Policy is to ensure that:

- All pupils with SEND have their needs identified in order that they achieve their potential and develop their abilities to the full.
- All pupils with SEND are able to fully access a broad and balanced curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.
- All governors, staff, pupils and parents are aware of procedures and provision available in school.
- All our pupils are involved in decisions made about them and their education.
- All parents are fully involved and informed of their child's progress.
- All staff have appropriate training to teach pupils with SEND.

Our policy objectives are to:

- Provide a graduated response matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEND, including those with an EHCP.
- Promote early identification and assessment of children with SEND.
- Monitor the progress of all pupils in order to aid identification of pupils with SEND, and to ensure that children with SEND make good progress from their starting points and are able to achieve their full potential.
- Provide a fully inclusive environment with appropriate provision which removes barriers to learning wherever possible.
- Make sure that all children with SEND have full access to the National Curriculum.
- Provide an environment which fosters close partnership with the children and their parents/carers.
- Provide access to, and work closely with, specialist outside agency help when this is necessary and appropriate.
- Provide on-going support and advice for staff

Identification, Assessment and Review

A Graduated Approach to SEN Support

There is a graduated approach to support children/young people with special educational needs. If appropriate, learners will be moved into the SEN Support stage. The graduated system is a continuous system looking to:

- Assess needs
- Plan approaches with clear outcomes and within an agreed time-frame
- Deliver (do)
- Review impact and plan for the next steps.

Phase 1 (Quality First Teaching): Differentiated curriculum support within the class

In order to make progress a child may only require differentiation within a whole class setting. The differentiation may involve modifying learning objectives, teaching styles and access to strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning and individual target setting. Differentiation will be planned for daily by the class teacher.

Monitoring progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be reviewed at regular intervals, as for the rest of the class, and a decision made about whether the child is making satisfactory progress at this level of intervention.

Phase 2 provision: same day/group intervention

Where a period of differentiated curriculum support has not resulted in the child making adequate progress or where the nature or level of a child's needs are unlikely to be met by such an approach, provision at Phase 2, possibly including small group provision may need to be made. An SEN support plan may be prepared.

Phase 2 provision will be indicated where there is evidence that:

- There has been little or no progress despite differentiated activities and quality first teaching.
- Additional support is required to develop English or Mathematics skills
- Additional support is required for social, emotional and mental health
- Additional support is required for sensory or physical impairments
- Additional support is required for communication and interaction needs

Where needs are similar for a group of children, it is appropriate to support these children within a group, focusing on the common needs and this will be recorded in a group support plan.

The responsibility for planning for these children remains with the class teacher, in consultation with the Phase Leader. Advice may be sought from the SENDCO.

Monitoring of pupils accessing Phase 2 provision will be carried out at regular intervals. The class teacher, in consultation with the Phase Leader and SENDCO will review progress and make adjustments to the provision for the child, if appropriate.

Phase 3 (Specialist Support) Individualised Provision, Specialist or 1:1 intervention

Phase 3 provision will be initiated where there is evidence that:

- There has been little or no progress despite differentiated activities and appropriate interventions.
- Substantial support is required to develop English or mathematics skills
- Substantial support is required for social, emotional and mental health
- Substantial support is required for sensory or physical impairments
- Substantial support is required for communication and interaction needs

As part of the review process, the SENDCO and class teacher, in consultation with the parents/carers, may conclude that despite receiving an individual programme of support for a considerable period, the child continues to have significant needs, which are not being met by current interventions.

Provision at this level may include the involvement of specialist support. SEN Support would be indicated where there is evidence that the level and duration of the child's additional needs is such that the child:

- Continues to make little or no progress in the areas of concern
- Continues working at levels substantially below that expected of children of the same age
- Continues to have difficulties in developing literacy and mathematics skills
- Has significant difficulties in developing speech and language, communication and interaction literacy or mathematics skills
- Has social, emotional or mental health needs which regularly and significantly interfere with the child's or others' learning
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a special service
- Continues to have communication or interaction needs that interfere with the development of social relationships and act as a barrier to learning

A pupil on SEN Support will have an individual SEN Support Plan detailing targets, strategies and frequency of support. Monitoring will take place and their plan will be reviewed three times a year. A Positive Behaviour Profile may also be developed as part of the provision for pupils with SEND.

Parents/carers are always informed if any outside agency is involved and parental consent is required.

School request for Statutory Assessment

For a child who is not making adequate progress, despite a period of support on SEN Support and in agreement with the parents/carers, the school may request the Local Authority (LA) to make a Statutory Assessment in order to determine whether it is necessary to make an application for an EHCP.

An application will be submitted to the Local Authority who will make a decision about whether to proceed with an EHC Needs Assessment based on the child's SEND needs and whether these can continue to be met from resources normally available to the Academy.

Planning, provision, monitoring and review processes will continue as before while awaiting the outcome of the request.

Education and Health Care Plan (EHCP)

A child who has an EHCP will continue to have arrangements as for any child on SEN Support, and additional support specific to the individual child's needs.

There will be an Annual Review, chaired by the SENCO to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the most appropriate placement for the child. On occasions, a Casework Officer will be present at the review meeting.

Additional Funding

Where a child's needs meet Leeds City Council's criteria, the SENDCO will apply for Funding For Inclusion (FFI). The funding, if allocated, will be used to ensure that the individual has access to the curriculum and appropriate provision is put in place. Where pupils receive FFI funding annual reviews will be held and paperwork submitted to Leeds City Council evidencing the impact of the provision.

SENDIF funding may be applied for to support pupils in nursery with low-level or emerging SEND and this is used to support early interventions. An annual report is provided to the LA for monitoring and quality assurance.

Roles and Responsibilities

At Ebor Gardens and Victoria Primary Academies the Leadership Team (including the SENDCO) and the Governing Body are responsible for the monitoring and reviewing of provision for SEND in school.

The key responsibilities of the SENDCO are:

- To oversee the day-to-day operation of the school's SEND policy.
- To monitor, evaluate and review provision for SEND.
- To assist with and advise on, the teaching and assessment of children with SEND.
- To enable early identification of children with SEND, through meeting with class teachers, monitoring data and observing and assessing children in the classroom.
- To provide a link between school and outside agencies, make contact with these agencies and attend meetings when necessary.
- To provide a link for teachers who think a child may need outside agency support.
- To ensure that the school's SEND register is updated regularly.
- To ensure individual programmes of provision are written and reviewed termly.
- To meet with parents and pupils to discuss concerns and support needs and progress.
- To provide an annual report to governors.
- To organise annual and termly review meetings as required.
- To lead staff development for teachers and LSAs, to enable them to develop skills for teaching and identifying children with SEND.

The responsibilities of the Leadership Team in terms of SEND are:

- To ensure that the needs of SEND children are met within school.
- To allocate roles and responsibilities to staff so that pupil's individual needs are met.
- To monitor, evaluate and review provision for SEND
- To manage the budget and take responsibility for how the SEND and Pupil Premium budgets are allocated.
- To analyse data for groups of pupils and ensure provision is put in place.
- To hold Pupil Progress meetings with class teachers.

The key responsibilities for the Governing body are:

- To be fully involved in developing and monitoring the SEND policy.
- To have up to date knowledge about the school's SEND provision, including funding.
- To know how equipment and personnel resources are deployed.
- To ensure the quality of SEND provision is continually monitored.
- To ensure the SEND policy is subject to a regular cycle of monitoring, evaluation and review.
- To liaise with the Executive Principal, Heads of School and SENDCO.
- Link Governor for SEND is

The key responsibilities of Class Teachers are:

- To ensure all children in class have access to a broad, balanced and rich curriculum.
- To provide learning experiences which are appropriate to the needs of each individual child.
- To monitor progress of their pupils and identify which children are not making adequate progress.
- To liaise with the SLT about children's progress, and raise concerns with the SENDCO if a child needs additional support.
- To know which pupils in their class are on the SEND register and their level of need.
- To provide regular updates for parents and contribute to the review process.

- To write individual programmes of support for pupils identified as having a special educational need and/or disability and review these termly.
- To ensure LSAs are supporting pupils in their class, as directed.
- To attend appropriate INSET and courses.

The key responsibilities of Learning Support Assistants are:

- To carry out activities and learning programmes, as directed and planned by the class teacher.
- To raise concerns about a child's progress or needs with the class teacher and the SENDCO.
- To keep a record of any additional support work, stating frequency and with whom any interventions have been carried out.
- Discuss the progress and success of interventions regularly with the class teacher.
- To support children's needs in school as directed by the class teacher.
- To attend INSET and courses where appropriate.
- To be aware of the contents of the school SEND policy.

Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation and are outlined in the school Admissions Policy. This includes children with any level of SEND; those with an Education Health Care Plan (EHCP) and those without.

All SEND paperwork should be passed to the SENDCO as soon as possible. If a child is making a transition from another school or from nursery to reception class, a meeting (either face-to-face or via telephone) will be set up between the feeder school and the receiving school to aid transition and ensure necessary provisions are put in place.

Accessibility

The school buildings have full disabled access and are DDA compliant. Further information is available in the school accessibility plans available on the school website or from the school office.

Storing and Managing Information

Individual pupil SEN files are kept electronically on the school's secure registration system, Arbor. Paper copies of some documents are kept in a locked filing cabinet in the SENDCO office at each school. Relevant documents are shared with parents, class teachers and support staff. When children leave our school to transfer to secondary school or to another primary school, the SENDCO will ensure that SEN files are transferred securely to the receiving school.

Supporting pupils at school with medical conditions

Pupils with medical conditions are supported within school to ensure that they have full access to education, including school trips and physical education. Staff receive necessary training to support children, and Healthcare plans are prepared and followed, with support from medical staff where appropriate. Further information can be found in our Medicines and Medical Needs Policy.

Intimate Care

Some pupils with SEND require additional support with intimate care needs, for example toileting. All staff will follow guidance from the Intimate Care policy and parents will be involved in putting together intimate care plans where needed.

Allocation of Resources for Pupils with SEND

Resources for SEND are allocated from the school's annual budget. All pupils with SEND have their needs reviewed regularly to ensure that resources are being deployed effectively.

Where additional funding for individual pupils is allocated by Leeds City Council, this is used to ensure that these pupils have full access to the curriculum.

Criteria for exiting the SEND Register

If it is felt that a pupil is making progress which is sustainable then they may be taken off of the SEND register. If it is agreed to take the pupil off of 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 procedures outlined in this policy.

Working in Partnership with Parents

Ebor Gardens and Victoria Primary Academies believe that a close working relationship with parents is vital in order to ensure :

- early and accurate identification and assessment of SEND leading to the correct intervention and provision
- continuing social and academic progress of children with SEND
- personal and academic targets are set and met effectively

Parents and pupils can find additional information about how we support children with SEND and their families in our SEND Information Report, available on our school website or from the Headteacher. This also contains a link to Leeds LEA Local Offer for SEND.

Links with Other Agencies

Ebor Gardens and Victoria Primary Academies invite and seek advice and support from external agencies in the identification and assessment of, and provision for, SEND. Where external agencies are involved with individual pupils, parental consent will be sought and parents will be informed of any advice given. The SENDCO is the designated person responsible for liaising with such agencies.

Complaints

Should a parent or carer have a concern about the additional provision made for their child, they should, in the first instance, discuss this with the class teacher and/or SENDCO. If the concern cannot be satisfactorily dealt with at this stage, it should be brought to the notice of the Head of School/Executive Principal.

Where parents feel that they need external support to resolve issues regarding SEND, SENDIASS can provide advice and assistance.

Copies of the school complaints policy are available on the school website or from the main office.

REVIEWING THE POLICY

This policy will be reviewed by governors on an annual basis.