

Carr Lodge Academy



Special Educational Needs and Disability Policy

Created: September 2019

To be reviewed: September 2020

Responsibility of: Head Teacher, SEND Coordinator, SEND Governor.

Written by: SEND Coordinator in consultation with Head Teacher and SEND Governor.

Written by Sarah Cope (DHT) and Julie Watson (SENCO)

Our aims with regard to Children with Special Educational Needs/ Disabilities

We are ambitious for all our pupils with Special Educational Needs and Disabilities.

To this end we develop and adapt the curriculum so that it is coherently sequenced to meet all pupils' needs, through accurately assessing their starting points and understanding their aspirations for the future. Through developing affective, cognitive and psychomotor learning skills, it is our expectation that they are fully included in the life of the academy. We feel it is our mission to prepare them for the next steps on their journey through early years, primary and into secondary education and set the expectation that our SEND pupils are challenged to be successful and achieve their best. *Aspire, Achieve and Succeed.*

Integration

We aim through inclusion, to promote respect and understanding for all pupils regardless of ability or disability. We expect that all our children will benefit from a policy of inclusion; that children will realise that there are others with special needs different to their own and that these children are equal members of our academy. Conversely we consider it important that all our pupils (including those with special educational needs) feel themselves to be equal members. To this end we encourage all the children to have high aspirations for themselves and to have pride in their achievements. This is reinforced by private recognition and public celebration of achievements. Integration is achieved practically by differentiation in the classroom, by specific arrangements for individual children at playtimes, mealtimes and when moving around academy. There is a whole academy response towards some children when this is considered appropriate.

Curriculum Intent and Implementation

We aim to enable our SEN children to be challenged with a curriculum that considers their starting points within its 'Intent' and their progression throughout. Work in all subject areas is differentiated to enable all children to succeed and make excellent progress from their own starting points. We ensure the curriculum is inspiring, relevant to the context and remains broad throughout both key stages. All members of the teaching staff consider themselves to be Special Needs teachers and therefore design their curriculum around the needs of each cohort, bearing in mind previous gaps in knowledge and skills.

Definition of SEND

Children have special educational needs if they have a learning difficulty or disability that calls for special educational provision to be made for them.

A child of compulsory academy age or a young person has a learning difficulty or disability if he or she:

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream education.

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 in mainstream education, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in (a) or (b) above when they reach compulsory academy age or would do so if special educational provision was not made for them.

The broad areas of need within SEND fall into the following categories;

- 1) **Communication and Interaction,**
- 2) **Cognition and Learning,**
- 3) **Social Emotional and Mental Health Difficulties,**
- 4) **Sensory and/or physical needs.**

Roles & Responsibilities

1. The Governing Body

The Governing Body, in co-operation with the Head Teacher, determine the academy's general policy and approach to provision for children with SEND. The Governing Body must publish information on the academy's website about the implementation of the academy's policy for pupils with SEND.

2. The Head Teacher: Richard Tuddenham

The Head Teacher has responsibility for the day to day management of all aspects of the academy's work, including provision for children with SEND. The Head Teacher should keep the governing body fully informed and also work closely with the SENCO.

3. The SENCO: Julie Watson

The SENCO is a member of the Middle Leadership Team within the academy. The SENCO in collaboration with the Head Teacher and Governing Body, plays a key role in determining the strategic development of the SEND policy and provision in the academy, in order to raise the achievement of children with SEND.

Key responsibilities include: overseeing the day to day operation of the academy's SEND policy, co-ordinating provision, liaising with and advising other teachers, managing support assistants, overseeing the records of all children with SEND, liaising with parents, contributing to the in-service training of staff, liaising with external agencies.

4. The Teaching Staff

ALL teachers are teachers of children with Special Educational Needs, and actively seek to adapt the curriculum to meet their needs. All teachers are aware of the procedures for identifying, assessing and making provision for pupils with SEND, and are actively involved in the review process.

5. The Teaching Assistants

The teaching assistants' work with the SENCO in providing support for the additional needs of children with Special Educational Needs across the academy, liaising with class teachers, maintaining records of the children they work with, and attending reviews and meetings as requested.

6. The Role of Parents of Pupils with SEND

In accordance with the SEND Code of Practice (July 2014) the academy believes that all parents of children with SEND should be treated as equal partners. The academy has positive attitudes to parents, provides user friendly information and strives to ensure that they understand the procedures and are aware of how to access advice and support.

7. Pupil Participation

Pupils with SEND often have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes including the setting of learning targets and contributing to One Page Profiles, Support Plans and Education, Health and Care Plans. This will be achieved through a variety of different approaches as appropriate to the age of the child. These may include: Pupil interviews, Questionnaires, Self-evaluation (pictures, written answers), Surveys, and Pupil set targets.

Identification, assessment & provision for pupils with SEND

Identification

In Early Years Foundation stage (EYFS) information is sought r/e special needs from the parents of a particular child or a previous setting. Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, Foundation Stage staff along with the SENCO and parents will consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from EYFS observations and from any more detailed assessment of the child's needs. From within the setting information on a child's progress in communication and language, physical development and personal, social and emotional development will be considered.

Where any specialist advice has been sought from beyond the setting, this will also inform decisions about whether or not a child has SEND. All the information will be brought together with the observations of parents and considered with them.

A delay in learning and development in the early years may or may not indicate that a child has SEND, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEND. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, should be adopted.

Identifying and assessing SEND for young children whose first language is not English requires particular care. Early Years practitioners should look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEND. Difficulties related solely to learning English as an additional language are not SEND.

All concerns are discussed with parents and a joint plan of action agreed. This joint plan of action sometimes takes the form of a Support Plan. Teachers refer closely to the SEND Code of Practice, July 2014.

As the child moves through academy any action taken/support given with regard to SEND is recorded and kept in the child's file & SEND folder if necessary.

If initial concerns have been expressed about a child, the class teacher and SENCO make a joint decision about placing the child on the SEND Register.

(We also maintain a separate Medical Needs Register).

Assessment

All children throughout the academy are monitored regularly to ensure they continue to access the curriculum successfully and to help early identification of any area of concern. A range of evidence is collected through the usual assessment and monitoring arrangements, as well as regular formal discussions between the SEN Coordinator and the class teachers. For children with SEND progress can be monitored in relation to their additional needs this may be fortnightly, monthly or half termly.

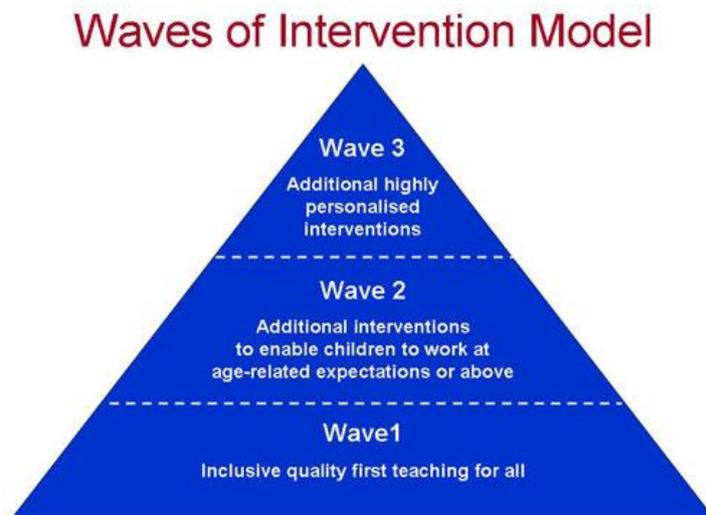
Special Provision/Enhanced Resource Facility

The academy has the following facilities: wheelchair access, disabled toilet, changing facilities, showers, easy access for taxis/other transport.

SEND Support

The academy adopts the levels of intervention as described in the SEND Code of Practice, July 2014.

The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having SEND, the academy will intervene through. These are often described as Waves of intervention:



WAVE 1: Quality first teaching through differentiation in English and Maths lessons.

WAVE 2: Small group support for those pupils who are achieving below age expected levels.

WAVE 3: Focused, individualised programmes for pupils working well below age expectation.

Wave 2- (Intervention)

Intervention is characterized by interventions that are different from or additional to the normal differentiated curriculum. Wave 2 intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- **Make little or no progress**
- **Demonstrate difficulty in developing Reading, Writing or Mathematics skills**
- **Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies**
- **Have sensory/physical problems, and make little progress despite the provision of specialist equipment**
- **Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum**
- **The child is working below age related expectations.**

Support Plans & One Page Profiles

If the academy decides, after consultation with parents, that a pupil requires further support in addition to good quality first teaching and interventions to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results. At this stage there may also be involvement of external services. Placement of a pupil at this level will be made by the SENCO after full consultation with Class Teacher and Parents. External support services will advise on targets for a Support Plan and provide specialist input to the support process. The circumstance under which we would begin a Support Plan are:

- **Still makes little or no progress in specific areas over a long period**
- **Continues to work at National Curriculum levels considerably lower than expected for a pupil at a similar age**
- **Continues to experience difficulty in developing literacy/numeracy skills Has emotional/behavioural problems that substantially impede their learning**
- **Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.**
- **Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning**

Parental consent is sought before any external agencies are involved. The resulting One Page Profile will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

Education Health and Care Plans

“Needs Led Not Diagnosis Led”

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, we or the child’s parents will consider requesting an Education, Health and Care needs assessment. The academy will have the following information available to show the SEND Support given:

- **The interventions at Wave 2**
- **Current and past One Page Profiles**
- **Information on the pupil’s health and relevant medical history Assessment information (including National Curriculum levels if appropriate)**
- **Other relevant assessments & reports from external agencies The views of parents**
- **Where possible, the views of the pupil**

An Education, Health and Care Plan will normally be provided where the LA considers the pupil requires provision beyond what the academy can currently offer. However, the academy recognises that a request for assessment does not necessarily lead to an Education, Health and Care Plan or increase in financial provision.

An Education, Health and Care Plan is a multi-agency plan covering all ages from birth to 25. The aim

of the plan is to have all agencies, (education, health and social care services) working together. The plan aims to:

- **Adopt a “tell us once” approach Promote co-production**
- **Give children and their parents/carers more say about the help they get**
- **To make sure different organisation work together to help the child and their parents/carers**
- **To develop provision which focuses on meeting realistic outcomes with the child and their family**

The Education, Health and Care Plans, in Doncaster, comprises of :

- **The ‘My Support Plan’**
- **The Education, Health and Care Plan**

The Education, Health and Care Plan must be reviewed annually. The LA will inform the Head Teacher at the beginning of each academy term of the pupils requiring reviews. The SENCO will organise these reviews and invite: Parents, the pupil (if appropriate), class teacher, teaching assistants & any external agencies involved with the child.

The aim of the review will be to:

- **Assess the pupil’s progress in relation to the objectives on the EHC Plan Review the provision made to meet the pupil’s need as identified in the**
- **EHC Plan**
- **Consider the appropriateness of the existing EHC Plan in relation to the pupil’s performance during the year, and whether to cease, continue, or amend it**
- **If appropriate to set new objectives for the coming year**
- **To ensure it includes the graduated approach to meeting needs To reassess the requirement of funding.**

At Key Stage/ Phase transition reviews receiving schools/academies should be invited to attend in order to plan appropriately for the new academic year. It also gives parents the opportunity to liaise with teachers from the receiving school/academy.

Within the time limits set out in the SEND Code of Practice, July 2014, the SENCO will complete the EHC review forms and send it, with any supporting documentation to the LA.

Links with Other Agencies/Services

We aim to maintain good links with support services in the Local Authority. For pupils on a Support Plan any one or more of the following agencies may be involved:

Educational Psychology Service (EPS)

Occupational Therapy (OT)

Speech and Language Therapy Service (SALT)

Child and Adult Mental Health Service (CAMHS)

Hearing Impaired Service (HI)

Autism Communication, Speech and Education Team Service (ASCETS)

Health services

Support, Advice, Information Doncaster Special Educational Needs and Disabilities (formerly Parent Partnership Services). (SAIDSEND)

Training

In order to maintain and develop the quality of our provision, staff may need to undertake appropriate training. Arrangements for training are based around the needs of all staff taking into account academy priorities as well as personal professional development. The SENCO delivers some training alongside courses organised by the LA and other agencies.

Complaints

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Head Teacher through the complaints procedure of the academy. The chair of governors may be involved if necessary. In the case of an unresolved complaint support can be sought from the Local Authority.

If you have any enquiries regarding SEND, please email the SENCO, Julie Watson, in the first instance: julie.watson@carrlodgeacademy.org