

Minchinhampton Academy Special Educational Needs and Disability Policy

Purpose

At Minchinhampton C of E Academy we are committed to enabling every child to achieve the best they possibly can and we underpin this with our Achievement for All status. As such, we believe that each pupil has individual and unique needs. However, some pupils require more support than others to achieve at school. We acknowledge that a significant proportion of pupils will have additional needs including special educational needs or disabilities (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. The school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim to:

- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant, differentiated and demonstrates coherence and progression in learning
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- identify, assess, record and regularly review pupils' progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

Definition of Special Educational Needs

Children have special educational needs if they have a **learning difficulty or disability** that calls for **special educational provision** to be made for them. Under the 2014 Code of Practice, this is defined as:

A child of compulsory school age or a young person 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

For children of two or over, special educational provision is that which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority, other than special schools, in the area.

This SEND policy details how Minchinhampton Academy will work to ensure that the necessary provision is made for any pupil who has special educational needs and disabilities and those needs are made known to all who are likely to teach them. Minchinhampton Academy will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs to allow pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

Minchinhampton Academy will have regard to the current **Special Educational Needs Code of Practice** when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the school as a whole. In addition to the whole governing body, with the Governor for Inclusion, the Academy's head teacher- Mr Moss, the Special Educational Needs, Disability and Inclusion Co-ordinator (SENCO)- Mrs Wilson, and all other members of staff have important day-to-day responsibilities. Minchinhampton Academy recognises that *All teachers are teachers of children with special educational needs*. Teaching such children is therefore a whole school privilege and responsibility.

At the heart of the work of every primary school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

Provision

Minchinhampton Academy will assess each child's current levels of attainment as soon as possible after entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be ascertained through liaison with the Early Years setting and then transferred in; the SENCO and the child's class teacher 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 assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- involve parents in implementing a joint learning approach at home.

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 an individual child teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

In order to help children who have special educational needs, Minchinhampton Academy will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of individual children. The SENCO will have responsibility for ensuring that the records are kept and available as needed. If schools refer a child for a statutory assessment, the school will provide the LEA with a record of their work with the child including the arrangements they have already made.

The role of the SENCO

The SEN Coordinator (SENCO) responsibilities include:

- overseeing the day-to-day operation of the Academy's SEN policy
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- managing learning support assistants

- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.

Monitoring children's progress

The school'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 SENCO to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate, given suitable support in class.

Adequate progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child'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.

School Need

When a class teacher or the SENCO identifies a child with special educational needs, the class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. This will be called **School Need**. The triggers for intervention through *School Need* will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities 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 literacy or mathematics skills which results in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed at Minchinhampton Academy (see behaviour policy) and which lead to concerns about emotional health
- 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.

In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working

with the school staff, the SENCO may contact them if this may help the child and the parents agree. The SENCO may also support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of action taken to help the child, and of the outcome of this.

Nature of intervention

The SENCO and the child's class teacher will consult on the action needed to help the child to progress in the light of their earlier assessment. This may include

- different learning materials or special equipment
- some group or individual support;
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies.
- access to LEA or other support services for one-off or occasional advice on strategies or equipment

The process model followed will be one of Assess – Plan – Do – Review.

My Plans and Provision Maps

Provision of extra support will be recorded on Provision Maps and My Plans. The Plan 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
- when dates of the plan
- outcomes (to be recorded when the Plan is reviewed).

The Plan will record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents. It will be supported by a My Profile, where the child or family can include information about ambitions or concerns of the child. The Plan will be reviewed at least termly by the class teacher and child. In addition, parents' views on their child's progress will be sought at enhanced parents' meetings, twice a year. There will also be internal meetings with phase leaders and the SENCO to review provision.

If the SENCO and colleagues, in consultation with parents, at a review of the child's My Plan, decide that further support is needed, a request may be made to external services, with the agreement of the parents.

If this is the case, external support services such as advisory teachers will usually see the child so that they can advise teachers on fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

This stage is called 'My Plan +' and may involve some considerable liaison between different services, including the school, NHS, and any other relevant body. The triggers for this stage would be that the child:

- continues to make little or no progress in specific areas over a sustained period
- continues working at National Curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having a behaviour management programme
- 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.

When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting Plan for the child will set out fresh 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 in the My Plan continues to be the responsibility of the class teacher.

School request for High Needs Support

The vast majority of children will have their needs met within the school, either with high quality teaching, or with high quality teaching boosted with extra targeted support. However, there are a few children whose needs are more severe or complex, who may require a very high level of extra support. Some children have been identified as having these needs in the past and a Statement of Need is already in operation.

Where a child shows that they continue to need this high level of support, intervention and equipment which can only be provided with substantial additional funding, a request for an Education and Healthcare Plan (EHCP) may be made by the school to an LEA in consultation with parents. The LEA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will work with parents to provide this evidence including through the reviewed outcomes of the My Plan and My Plan +. This information may include:

- individual education plans (or My Plans) for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant
- Levels of attainments in literacy and mathematics (for example Reading Age)
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the child

- involvement of other professionals such as health, social services or education welfare service.

The LEA will use this information to decide whether High Needs Funding is required and at what level.

High Needs Assessment with Special Educational Needs

Assessment involves consideration by the LEA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether additional High Needs Funding is required to support the child's special educational needs. A child will be brought to the LEA's attention as possibly requiring this support through the collaboration of the child's school, parents or other agencies. Where the evidence presented to the LEA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LEA will consider the case for allocating High Needs support in an Education and Healthcare Plan.

The LEA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LEA to determine the child's special educational provision through an Education and Healthcare Plan (EHC).

This will include:

- the pupil's name, address and date of birth
- details of all of the pupils special educational needs
- aims and concerns of the child
- relevant non-educational needs of the child
- information on non-educational needs
- the funding that is agreed to support this child's needs
- end of key stage expected outcomes

The LEA will allocate a fund holder for the budget, which can only be spent with the approval of the Local authority for the purposes identified in the EHC.

All children with Education and Healthcare Plans will have short-term targets set for them that have been established after consultation with parents, child and include targets identified in the statement of educational need. These targets will be set out in a plan and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the My Plan will continue to be the responsibility of the class teacher.

Annual reviews of Education and Healthcare Plans (EHCs)

All EHCs must be reviewed at least annually with the parents, the pupil, the LEA, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision

specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

Transition

We recognise that transition can be a particular time of stress for children and families of children with SEND. For this reason, we work with children and families to given an enhanced offer for transition.

For children with an EHCP, at the review in year 5, discussions are had with the aim of giving clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents. The SENCO of the receiving school would normally be invited to attend the final annual review in primary school of pupils with EHCPs or statements, to allow the receiving school to plan appropriate targets and support to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

For all children with SEND, we aim to work with families and schools to provide information and if necessary extra visits or information and introductions to ease the stress of transition and ensure that provision is maintained optimally.

Breadth

We take the education and development of the whole child very seriously and we encourage children, including those with SEND, to take full part in the life of the school, taking part in a range of productions, clubs and committees, which allows children to thrive in different situations, to experience success and to be heard beyond the classroom.

Co-operation

All members of staff in the school will seek to work closely with parents and carers, recognising the vital role that they play and building a sense of team. Where necessary, and with the permission of parents and carers, staff will liaise and work with and other professionals and bodies for the benefit of the child.

Training

At Minchinhampton we take the role of educating all children very seriously and we are dedicated to refining our expertise wherever possible. We will maintain a regular system of in service training for staff which will include a spectrum of SEN topics which reflect the needs of the school population.

The information in this policy is taken from Special Educational Needs Code of Practice 2014