

## Kedington Primary Academy Special Educational Needs (SEN) Policy

<b>Date Approved</b>	<b>Autumn 2016</b>
<b>Signed</b>	Martin Brown (Chair of Governors)
<b>Minuted</b>	(Date)
<b>Date of Next Review</b>	<b>Autumn 2017</b>

### Aims and objectives

The aims of this policy are:

- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for at the earliest opportunity;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum;
- To ensure that parents are able to play their part in supporting their child's education;
- To ensure that our children have a voice in this process;
- To establish effective liaison with other professional bodies.

### Introduction

This Academy provides a broad and balanced curriculum for all children. The Chris Quigley Essentials Curriculum is our starting point for planning and the class teacher is responsible for the progress of every child. Planning is expected to meet the specific needs of individuals and groups of children in each class and class teachers are required to identify pupils making less than expected progress, given their age and individual circumstances. This can be characterised by progress which is (but is not limited to):

- Significantly slower than that of their peers starting from the same baseline;
- Failing to match or better the child's previous rate of progress;
- Failing to close the attainment gap between the child and their peers; or
- Widening the attainment gap.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who need additional support. Where planning is appropriate and progress continues to be less than expected, a child is initially identified as *Vulnerable* and targeted interventions, with a measurable outcome, are put in place. If progress continues to be less than expected, the child may have Special Educational Needs (SEN) and specialist advice is sought. Such children may need different help from that given to other children of the same age. Children may have special educational needs at any time during their Academy career and this policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The SEND Code of Practice 2015 requires the Academy to have a qualified teacher designated as SENCO. At Kedington Primary Academy the SENCO is the Deputy Headteacher: Mrs Soo Miller. The SENCO has an important role to play with the Headteacher and Governing body, in determining the strategic development of the SEN policy and provision in the school.

At Kedington the SENCO:

- Manages the day-to-day operation of the policy;
- Co-ordinates the provision for, and manages the responses to, children's special educational needs;
- Supports and advises colleagues;
- Oversees the records of all children with special educational needs;
- Maintains a register of SEN and ensures that office staff have sufficient information to maintain the school's data management system accurately;

- Acts as a link with parents;
- Acts as a link with external agencies and other support agencies;
- Monitors and evaluates the special educational needs provision and reports to the Governing body;
- Manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- Contributes to the professional development of all staff by attending courses and conferences, disseminating information through staff meetings and arranging specific in-service training sessions when necessary.

### **Educational inclusion**

In our Academy we have high expectations of all our children and we aim to offer excellence and choice to all children, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation, because we want all our children to feel that they are a valued part of our Academy community. Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Have different learning styles;
- 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 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.

At Kedington Primary Academy, 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, but there are times when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside of the classroom. Teaching assistants and learning support assistants often work with the class teacher and the SENCO to deliver pupil progress and narrow gaps in performance.

### **At what point should the class teacher engage the SENCO?**

Children's progress is discussed regularly at half-termly Pupil Progress Meeting. These take place with the class teacher, the Headteacher and the SENCO. When a child is identified as making less than expected progress, the class teacher will work with the SENCO to put targeted interventions in place. A Pupil Passport is created and the need for additional support is discussed with the child and the child's parents. Pupil Passports can also be triggered by an expression of concern by a parent or other professional. Interventions are targeted and contain measurable outcomes and they are put in place for a minimum of 12 weeks. The class teacher and SENCO will work together in assessing, planning, implementing and reviewing progress (the graduated approach).

At the end of the 12-week period, the child's progress will be discussed at the Pupil Progress Meeting. The discussion will focus on whether the intervention has been effective and should stop or if it should continue. If the intervention has not resulted in the required progress being made, the class teacher and the SENCO will look at whether the child has special educational needs. Where a pupil is identified as having SEN, the class teacher will take action to remove barriers to learning and put effective special educational provision in place. SEN support provides every child or young person with SEN, but not on an Educational Health Care (EHC) plan, with the additional support they need to progress at school. Responsibility for the progress of a child with SEN will always rest with the class teacher and, whilst teaching assistants can be part of a package of support for the individual child, they will never be a substitute for the teacher's involvement with that child.

If through discussion with the SENCO and the class teacher, the Academy identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in the academy by external support services such as the Educational Psychology Service, Speech and Language Therapists, health professionals, social services or other specialists.

As of the 1<sup>st</sup> September 2014, all new requests for statutory assessment will be for the new Educational Health Care (EHC) assessment. If a child continues to demonstrate significant cause for concern, a request for an EHC assessment will be made to

the Local Authority (LA). A range of written evidence about the child will support the request and, if an EHC plan is granted, this will stay in place until the child is 25 years old, provided the child remains in education. An EHC plan is reviewed annually and could see the support increase or decrease and could also see the objectives change.

### **The role of the Governing Body**

The Governing Body has due regard to the Special Education Needs & Disability (SEND) Code of Practice when carrying out its duties toward all pupils with special educational needs and does its best to secure the necessary provision for any pupil identified as having special educational needs. The Governors ensure that all teachers are aware of the importance of providing for these children. The Governing Body has identified a Governor to have specific oversight of the Academy's provision for pupils with special educational needs and the SEN Governor ensures that all Governors are aware of the Academy's SEN provision, including the deployment of funding, equipment and personnel. The 'responsible person' in this Academy is the SENCO.

### **Allocation of resources**

The Headteacher, supported by the SENCO, is responsible for the operational management of the specified and agreed resourcing for special needs provision within the Academy. The SEN budget figure is included in the whole Academy annual budget and this allocation is based on a fixed sum.

For children with complex needs the Academy has to apply for High Tariff Needs (HTN) on a termly basis. Evidence has to be forwarded to the LA which profiles how the children are performing in language and literacy, mathematics, personal and social development and sensory, physical and medical needs. This funding mechanism also applies to the Early Years Foundation Stage.

The Headteacher informs the Governing Body of how the funding allocated to support special educational needs has been employed. The Headteacher and the SENCO meet to agree on how to use funds. The SENCO maintains an SEN Action Plan and draws up the resources bid when the Academy is planning for the next Academy Development Plan. The SENCO draws up termly Provision Maps for all year groups based on information from class teachers.

### **Partnership with parents**

The Academy works closely with parents in the support of those children with special educational needs and parents are always invited to attend a meeting before a Pupil Passport is created for a child who has either been identified as *Vulnerable* or having special educational needs. At the initial meeting we set clear and measurable outcomes; discuss the activities and support that will help achieve them; and identify the responsibilities of the parent, the pupil and the Academy. We inform parents of any outside intervention and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. At the following meeting we review progress towards the desired outcomes and whether the intervention has been effective and should stop, or, if it should continue. As Pupil Passports generally link to Pupil Progress Meetings, they are introduced at the end of the Autumn 2 term; the Spring 2 term and the Summer 2 term.

Progress is reviewed at the end of the following term i.e. a Pupil Passport that is set up in Summer 2 will be reviewed at the end of Autumn 2; a Pupil Passport that is set up in Autumn 2 will be reviewed at the end of Spring 2; a Pupil Passport that is set up in Spring 2 is reviewed at the end of Summer 2.

The Academy prospectus contains details of our policy for special educational needs and the arrangements made for these children in our Academy. Karen Boxall, the SEN Governor, is always willing to talk to parents.

### **Pupil participation**

In our Academy we encourage children to take responsibility and to make decisions. This is part of the culture of our Academy and relates to children of all ages. The work in the Early Years Foundation Stage recognises the importance of children developing social, as well as educational, skills and children are involved, at an appropriate level, in setting targets in their Pupil Passports and in reviewing their progress in their Pupil Passport review meetings. We recognise success here, as we do in any other aspect of Academy life.