



Special Educational Needs and Disability Policy

Named staff member: Miss Emma Metcalfe (SENCO)

Named director: Peter Addison-Child

This policy takes careful account of the

- Education Act 1993
- Education Act 1996
- Special Educational Needs Code of Practice 2001
- Special Educational Needs and Disability Act 2001
- 2009 SEN Ofsted framework
- Policy of City of Bradford Metropolitan District Council
- Aims of Reevy Hill
- SEND Code of Practice 2014

This policy should be read in conjunction with our Equality Policy and associated Action Plans.

Aims

The ultimate aim of this policy is to promote the safeguarding of children as defined by Reevy Hill's statement on safeguarding children

The aims of the policy are:

- To encourage a whole Academy responsibility for, and a positive attitude towards, the provision for Special Educational Needs.
- To create an environment that meets the special educational needs of each child
- To ensure that special educational needs of children are identified, assessed and provided for
- To ensure parent/carers are promptly made aware of the child's needs and the support to be provided
- 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 Academy curriculum

In accordance with the DfE Code of Practice we aim to ensure that all children in the Academy have:

- their Special Educational Needs identified as early as possible and their needs to be met
- full access to a broad, balanced and relevant education including an appropriate curriculum for the Foundation Stage and the National Curriculum, as applicable
- their views sought and taken into account
- appropriate help and support to participate in Academy activities and to enable progress to be made

- opportunities to develop a positive self- image, self-esteem and a positive attitude to others

We will work in partnership with parent/carers to enable children with Special Educational Needs to achieve their potential.

Definition of Special Educational Needs

Children may have special educational needs either throughout, or at any time, during their Academy career.

In accordance with the DFE Code of Practice we recognise that a child has Special Educational Needs if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same Academy age in Academies/Schools within the area of the local education authority
- c) have emotional and/or behavioural difficulties that prevent them from accessing the equal opportunities offered

The Code of Practice 2001 states “Four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take”.

The impact of these combinations on the child’s ability to function, learn and succeed should be taken into account. The areas of need are:

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and/or physical

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 on which they will be taught.

Roles and Responsibilities

Local Governing Board

- Determine the Academy’s general policy and approach to the provision for children with SEN
- Establish the appropriate staffing and funding arrangements and maintain general oversight of the Academy’s work
- Appoint a named Governor for SEN to take a particular interest in and closely monitor the Academy’s work on behalf of the children with SEN
- Report to parent/carers on annually on the Academy’s policy on SEN. This Annual Report also includes the details of SEN provision and of the Access Plan, along with the information required by the Disability

Discrimination Act.

Headteacher

- Responsibility for the day to day management of all aspects of the Academy's work, including provision for children with SEN
- Keep the board of directors fully informed
- Work closely with the Academy's SENCO

SENCO

- Closely involved in the strategic development of the SEN policy and provision
- Responsibility for co-ordinating provision for pupils with SEN
- Responsibility for the day to day operation of the Academy's SEN policy including liaising with the relevant designated teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support 109
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEN
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Principal and Governors to ensure that the Academy meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date

Teaching and non-teaching staff

- Should be involved in the development of the Academy's SEN policy
- Be fully aware of the Academy's procedures for identifying, assessing and making provision for pupils with SEN
- Teaching staff will construct One Page Profiles, termly in consultation with teaching assistants, parents and pupils
- Teaching staff will liaise with support staff to ensure the implementation of One Page Profiles and give direction on their day to day role
- Attend SEN training, as appropriate

Inclusion

We recognise the importance of ensuring that all pupils experience a climate of achievement and inclusion, with high expectations and challenging targets. We will seek, in a positive way, to remove any barriers to learning and participation that may exclude children who have special educational needs. We aim to include all SEN pupils in the activities of the Academy.

Arrangements for providing access by pupils with SEN to a broad and balanced curriculum

- At Reeve Hill, we believe that special educational needs (SEN) provision is the responsibility of all members of staff
- 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. The National Curriculum and Curriculum Guidance for the Foundation Stage is our starting point for planning that meets the specific needs of individual and groups of children.
- Teaching and non teaching staff use a range of strategies to meet children's special educational needs
- Individual Education Plans are a key element of ensuring access. All children on the SEN register have a One Page Profile.
- Wherever appropriate/possible access to the curriculum for children with special educational needs will take place in the classroom situation, but there may be a need to identify other forms of delivery e.g. working on an individual or small group basis in order to develop certain skills/knowledge/areas of understanding. The latter will be identified on individual education plans (One Page Profiles)
- All records will be passed to the child's new class teacher in July and discussion will take place between the existing and receiving teachers and teaching assistants to ensure continuity of practice.
- The Academy will readily share this information/ records with parents, it will be provided in a format that is accessible.

Facilities that increase or assist access to the Academy by pupils who are disabled

The building is fully wheelchair accessible. There is a ramp up to the front entrance and lift that has access to all teaching areas. There is a fully fitted hygiene room. (Refer to the Academy's accessibility plan for future aims and implementation)

Identification and assessment of pupils with SEN

- The Governors have adopted Education Bradford's SEN Criteria process to identify and assess SEN pupils
- The Academy has adopted the graduated approach to SEN which is outlined in the Code of Practice 2001
- The SENCO is responsible for maintaining the SEN register and working with external agencies
- The Academy's directed time programme allows for allocated SEN meeting time. The focus of these meetings is to review each child's progress in the Academy, including those on the SEN register and those who may need to be considered for entry on the register and complete the necessary documentation

Provision

- SEN provision is **additional to** or **different from** that generally available for all pupils as part of the expected normal differentiated curriculum. The Academy adopts the graduated approach as promoted in the Code of Practice 2014:
Where a pupil is identified as having SEN, schools will take action to remove barriers to learning and put effective special educational provision in place. The Academy adopts the graduated approach as promoted in the Code of Practice 2014.

Range 1/2:

- When the teacher who works day to day with a child identifies that a child has an SEN need, the SENCO and parent/carers will be informed.
- The class teacher will devise interventions that are additional to, or different from those provided as part of the Academy's usual differentiated curriculum on offer
- A One Page Profile will be devised
- Outside agencies may be involved, if necessary
- The SENCO will take the lead in planning future interventions for the child in discussion with colleagues and monitoring and reviewing the actions
- The parent/carer, teacher and SENCO will meet three times a year (with the child, if appropriate) to discuss needs, success and support.

Range 3:

- SENCO and class teacher, in consultation with parent/carers, ask for help from external agencies
- Classteacher and SENCO are provided with advice or support from outside specialists
- Additional or different strategies to those at Academy Action are put in place – A One Page Profile will be devised
- SENCO will take the lead in any future assessment of the child, planning future interventions for the child in discussion with colleagues and monitoring and reviewing the action taken
- The parent/carer, teacher and SENCO will meet three times a year (with the child, if appropriate) to discuss needs, success and support.

Statutory Assessment:

- Where Action Plus is not sufficiently effective to enable the child to progress satisfactorily and/or the child has demonstrated significant cause for concern, the SENCO, in partnership with parent/carers, pupil, colleagues and external agency workers will request an assessment to be undertaken by the LEA. This may result in an EHC needs assessment.

My Support Plans (MSP) and Education, Health and Care Assessment (EHCA)

A funded MSP will normally be provided where the LA considers the pupil meets the criteria for additional funding in order to meet the pupil's needs. A request for a Funded MSP does not inevitably lead to additional funding.

An EHCA will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. The school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCA. If the LA deems the pupil's needs can be met from resources normally available to the school, a non-funded MSP may be issued instead.

An EHCA will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCA
- Established through parental/pupil consultation
- Set out in an Action Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified.

Reviews of an EHCA

EHCAs must be reviewed annually. The SENCo will organise these reviews and invite:

- The pupil's parent/carer
- The pupil if appropriate
- The relevant teacher
- A representative of the SEN Inclusion and Assessment Team
- The Educational Psychologist
- Any other person the SENCo or parent/carer considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCA.
- Review the provision made to meet the pupil's need as identified in the EHCA.
- Consider the appropriateness of the existing EHCA 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.

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

Within the time limits set out in the Code, the SENCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCA of SEN.

Strands of Action:

The Code of Practice 2014 promotes Strands of Action relating to SEN support. The Academy will follow an assess, plan, do and review model:

Assess: Data on the pupil held by the Academy will be collated by the class/subject teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

Plan: If review of the action taken indicates that 'additional to and different from' support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCO.

Do: SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may including for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents/carers and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

Review: Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

The key test for action is if the child's current rate of progress is inadequate and where additional or different action is necessary to enable the child to learn more effectively. The key test of how far a child's needs are being met is whether he/she is making adequate progress.

Parental/Carer Involvement

- We accept and value the contribution of parent/carers and encourage their participation
- All staff work in partnership with parent/carers of children with SEN. We will ensure that parent/carers are informed quickly if their child has a special educational need and we will consult parent/carers about any intervention and programme of action.
- We use a variety of approaches to involve parent/carers in the review of their child's progress (e.g. parent/carers consultation meetings, meetings with the SENCO and/or class teacher, home visits)

Pupil Participation

- We encourage pupils to be active partners in their SEN provision and review
- Pupils are encouraged to contribute to the setting of IEP targets, discussions about choices of Academies, contributing to the assessment of their needs and contributing to their annual reviews

External Agencies/Facilities and Support Services

Reevy Hill works closely with other agencies including the LA's specialist services and voluntary bodies to focus on the identification and provision for

children with special educational needs. All services involved with the Academy are regarded as part of a working relationship whose aim is to provide, as highlighted in the Code of Practice 2001, an integrated approach to the needs of the child

Classroom Support

Teaching Assistants work in partnership with teachers to give support to all children with SEN. Under the direction of the teacher they will balance their support of individuals and small groups to enable pupils to make good progress and become as independent as possible.

Admission Arrangements

References must be made to the Reeve Hill admission policy. The admission of children with a statement of special educational needs will be admitted to the Academy named on the statement without references to oversubscription criteria.

Links with Other Academies

- During the summer term, the Upper Key Stage Two Leader and SENCO will liaise with transfer secondary Academy staff
- The SENCO from receiving secondary Academies will be invited to the final annual review of pupils with statements.
- The SENCO will manage, visits for pupils with SEN, as appropriate, to their secondary Academy, in addition to the usual transfer day visit
- In accordance with Education Regulations 2000 all records of pupils who transfer to other Academies will be forwarded to their new Academy within 15 days of their ceasing to be registered at Reeve Hill.
- Parent/Carers of new pupils who join our Academy at other times of the year will have been interviewed by the Headteacher and/or Deputy Headteacher. During this interview, parent/carers will be asked if their child(ren) have special educational needs. The Headteacher will formally introduce the SENCO. The SENCO will take responsibility for liaising with previous Academy(s)/School(s), agencies, CBMDC's SEN Services and Academy staff to ensure an effective transfer takes place

Evaluation of the Success of the Education that is provided to SEN Pupils

We use a variety of methods to evaluate success and progress.

- Ongoing records are kept by class teachers
- Tracking of individual pupils and groups of pupils through the Academy's tracking system
- Monitoring of SEN pupils work as part of the Academy monitoring and evaluation policy
- Involvement of external agencies in assessing individual pupil progress
- Monitoring of levels of pupils moving through the graduated approach

Monitoring and Evaluation

- The SENCO monitors the movement of children within the SEN process in Academy.

- The SENCO provides staff and directors with regular summaries of the impact of the policy on the practice of the Academy
- The staff meet during directed time to review pupil progress and effectiveness of One Page Profiles
- The SENCO and named director with responsibilities for SEN meet at least twice a year.
- The SENCO meets with staff three times a year to monitor the progress of children with SEN

Staff Development

The provision of training for staff and Governors on SEN is in line with the Academy's staff development policy.

Complaints

If any parent is dissatisfied with the support that their child receives they will be invited to discuss this with the class teacher and SENCO in the first instance. If any difficulties are not resolved the parent will be able to speak to the Principal and if necessary have their complaint taken to the Board of Directors.

Monitoring and Evaluation

Staff and Governors, on a three yearly, will review this policy unless circumstances demand an earlier review.

This policy was adopted on the 03.01.2018. It will be reviewed by the end of Autumn 2 2019/2020 unless circumstances demand an earlier review.