



**The Boston Witham  
Academies Federation**

**FISHTOFT ACADEMY**

# Special Educational Needs and Disability Policy

SENCO

Liz Gosling, NASENCo,

Member of School Leadership Team

with responsibility for the strategic development of SEN Policy and provision

01205 319901

Liz.gosling@bwaf.net

## **Introduction**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) 3.65 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 (January 2015)
- Statutory Guidance on Supporting pupils with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by the Academy's SENCO with the SEND Governor in liaison with the SLT, all staff and parents of pupils with SEND.

## **Inclusion and Academy Admission**

There is a clear expectation within the 1996 Education Act that pupils with special educational needs will be included in mainstream schools, and in accordance with this, The Boston Witham Academies Federation continues to treat pupils with individual needs as fairly as all other applicants.

## **Governing Body**

The Governing body, with the Executive Head Teacher decide the Academy's general policy and approach to meeting special educational needs for pupils with and without an Education Healthcare Plan.

The governing body

- Do their best to ensure that the necessary provision is made for any pupil who has special educational needs.
- Ensure that where the Executive Head Teacher has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach him or her
- Ensure that teachers in the academy are aware of the importance of identifying, and providing for, those pupils with special educational needs.
- Consult the LA and the governing bodies of other schools when it seems to them necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Ensure that a pupil with special educational needs accesses all activities of the academy together with the pupils who do not have special education needs, so far as is reasonably practical and compatible with efficient education and use of resources.
- Have regard to the revised Code of Practice
- Ensure that parents are notified of a decision by the Academy that their child has special needs.

## **Working in Partnership with Parents and Guardians**

The Special Needs Support Team recognises that professional help for pupils with special educational needs is most effective when it builds upon parents' or guardians' knowledge and understanding of their child, and takes into account their contribution at each stage of an assessment.

To establish and maintain positive links with parents and guardians the Academy:

- Welcomes enquiries and visits from existing and prospective parents and guardians

- Responds promptly to concerns raised by parents
- Informs parents of the SEN status of their child
- Invites parents to contribute to special needs assessments and reviews
- Arranges meetings at a convenient place and time
- Enlists the support of outside agencies where language may be a barrier to spoken or written communication with parents or guardians.

## **Aims**

- 1 To ensure that students with special educational needs have the same opportunities as other students to achieve the Academy's aims within the mainstream classroom.
- 2 To provide an environment where parents, guardians, pupils and staff can work together to identify and support individual needs.
- 3 To encourage all staff to build upon the strengths of students with special educational needs, and recognise their positive achievements
- 4 To encourage all staff to develop their skills as teachers of pupils with special educational needs, and support their professional development whenever possible.
- 5 To be familiar with the details of Education Health Care Plans and ensure that the recommendations made in them are met.
- 6 To identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child.

## **Objectives**

- 1 To identify and provide for pupils who have special educational needs and additional needs.
- 2 To work with the guidance provided in the SEN Code of Practice (January 2015).
- 3 To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- 4 To provide a qualified Special Educational Needs Co-ordinator who will work with the SEN Policy.
- 5 To provide support for all parents, guardians and staff working with children with special educational needs.

## Definition of Special Educational Needs (from revised Code of Practice)

A child or young person has SEN if they have ***a learning difficulty or disability*** which calls ***for special educational provision to be made for him or her.***

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***

## Not SEN

- Disability – the reasonable adjustment outlined in the Code of Practice does not alone constitute SEN
- Attendance and punctuality
- Health and welfare
- EAL
- Pupil Premium
- LAC
- Child of parent in the Services

## Definition of educational provision

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

## Complaints Procedure

Parents or guardians wishing to make a complaint may contact the Head Teacher who will enlist the support of senior colleagues and, where appropriate, the SEN Governor, to investigate and resolve the problems. Parents and Guardians will be advised of the LEA complaints procedure which is available from the Academy office.

## A Graduated Approach to SEN Support

The Academy is committed to ensuring that all pupils receive their entitlement to a broad, balanced and relevant education. All Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Every teacher is a teacher of every child including those with SEN.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Pupils are only identified as SEN ***if they do not make adequate progress*** once they have had ***good quality personalised teaching*** and the appropriate ***intervention and adjustments.***

The Academy regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and providing support and training for teachers to identify and support vulnerable pupils and to develop their knowledge of SEN.

In addition to this day-to-day monitoring of pupils by classroom teachers and support staff, standardised tests are administered where appropriate.

Pupil Progress Meetings are held three times per year and form part of the Assess, Plan, Do Review cycle. Parents and children are invited to review meetings in terms 2, 4 and 6. The Intervention Coordinator is responsible for ensuring that appropriate provision is identified, put in place and reviewed.

The teacher and SENCO consider the information gathered from high quality and accurate formative assessment to monitor the child's progress, alongside national data and expectations.

For a higher level of need the Academy draws on more specialised assessments from external agencies and professionals.

If, despite good quality teaching and differentiated learning opportunities and support targeted at an identified area of weakness a pupil:

- Makes little or no progress
- Shows signs of difficulty in developing basic literacy and mathematics skills that result in poor attainment
- Presents persistent emotional difficulties
- Has sensory or physical problems and makes little or no progress despite provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of an appropriately differentiated curriculum

The SENCO will, with the teacher:

- Seek further assessment
- Plan future support
- Discuss arrangements with parents or guardians
- Update the Provision Map
- Monitor and review progress.

Once a Special Educational Need has been identified and the needs are discussed with parents or guardians, with their agreement, the pupil is placed on the Academy SEN Register.

If a pupil:

- Continues to make little or no progress in specific areas over a long period of time despite additional targeted support
- Continues to have difficulty in developing basic literacy and mathematical skills
- Has emotional difficulties which substantially and regularly interfere with their learning, or that of the group, despite having an individualised behaviour management programme
- Has sensory or physical needs requiring additional specialist support
- Has ongoing communication difficulties which impede social relationships and cause substantial barriers to learning

The SENCO will:

- Enlist specialist support
- Implement specialist advice
- Discuss arrangements with parents
- Help draw up and distribute an Individual Education Plan (IEP) or Behaviour Management Plan (BMP)

If a pupil fails to make progress through this graduated process, the Academy, parents and specialists services will consider asking the LEA to initiate an Education Health Care assessment which may lead to the issue of an Education Health Care Plan which brings together education, health and social care needs. In exceptional circumstances, for

example where a new pupil exhibits serious learning or emotional difficulties, or a pupil is at risk of permanent exclusion; the Academy may request an urgent Education Health Care Assessment.

As part of a request for an Education Health Care Assessment, evidence will generally be available to demonstrate:

- Action taken through the Plan, Do, Review cycle
- Provision maps
- Attainment and progress over time in literacy and numeracy
- Educational and other assessments
- The involvement and agreement of other professionals including health and social welfare services
- The views of parents and pupil

The pupil will continue to be supported by the Academy through the referral and assessment process.

## **SEN Support Team**

The SEN team is made of the SENCO, SEN Manager, Intervention Co-ordinators, teachers and teaching assistants. Support is most effective when all staff, parents and pupils work in partnership.

Teaching assistants work in classrooms or Intervention Rooms with children with an Education Health Care Plan or identified with special educational needs under the direct supervision of teaching staff. The role and responsibilities of the support staff varies according to the specific needs of the child with the aim of enabling pupils to access and benefit from the Academy's broad and balance curriculum and may include:

- Assisting with pupil's personal organisation
- Interpreting instructions and tasks
- Maintaining pupil focus on tasks
- Liaising between pupil, teacher and SENCO
- Supporting emotional needs and positive social interaction
- Delivering individualised literacy or numeracy programmes
- Delivering small group literacy or numeracy lessons
- Developing materials to promote learning

## **Support Services**

The Academy recognises the importance of establishing and maintaining positive links with specialist support services. This is most effective when staff, parents and pupils work in partnership with specialist support services including:

- Educational Psychologists
- Community Paediatrics
- Speech and Language Therapy
- Children's Services
- Sensory Impaired Service
- Working Together Team
- School Nurse

## **SEN Provision and Resources**

Specialist resources for use with pupils with special educational needs include:

- Multi-sensory language and literacy programmes
- Computers and laptops
- Games and supplementary resources to reinforce literacy, numeracy and social skills

## **Criteria for Exiting the SEN Register**

If following assessment and review it is considered by the teacher, the SENCO and parents that a child no longer requires provision in addition to, or different from, the majority of their peers a meeting will be held to discuss removal from the SEN Register. The child will be continued to be monitored as part of the routine Pupil Progress meetings with teachers, SENCO and Senior Leadership Team.

## **Supporting Pupils at School with Medical Conditions**

The Academy recognises that pupils with medical conditions need supporting at school to enable full access to education, including school trips and physical education. Where a child has a disability the Academy will comply with its duties under the Equality Act 2010 to support pupils with a disability or medical conditions.

## **Monitoring and Evaluation of SEND**

The Academy regularly and carefully monitors and evaluates the quality and breadth of provision offered to pupils through assessment, regular audits, pupil progress meetings and reviews. Evaluation and monitoring promotes an active process of continual review and improvement of provision for all pupils.

## **Training and Resources**

The training needs of staff are identified and planned through Professional Development reviews.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are expected to undertake training and development.

All teachers and support staff undertake induction on taking up a post including a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

## **Roles and Responsibilities**

### **Storing and Managing Information**

SEN information is recorded on the Provision Map and in a hard copy file stored in the SEN Office.

### **Review of the SEN Policy**

The Governors of the Academy will review the SEN Policy annually (Review due November 2018)