



# **QUEENS PARK ACADEMY**

## **Special Education Needs and Disabilities (SEND) Policy**

### **2019-2020**

Reviewed by Governing Body on: Autumn Term 2019

Date for next review: Autumn Term 2019

Signed: \_\_\_\_\_ (Chair of Governors)

Signed: \_\_\_\_\_ (Head Teacher)

## **1. Introduction**

This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have specific requirements that could create barriers to learning.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

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

## **2. 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;
- 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 foster an inclusive approach to working with children with special educational needs and disabilities (SEND) to raise their aspirations and to achieve the best possible outcome

## **3. Policy**

This policy has been written in accordance with the 2014 SEND Code of Practice and Equalities Act (2010). It will be implemented by all staff at Queens Park Academy and its implementation will be monitored by the SENDCo who will oversee the strategic development of the SEND provision at the school. This policy will be reviewed annually by the SENDCo and Governing Body and will be published on the school website.

## **4. Procedure**

### **Definitions:**

**The Special Educational Needs and Disability (SEND) Code of Practice (2014)** states that 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. 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.”

“A child or 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 educational facilities of a kind generally provided for others of the same age in mainstream schools.”

A disability as defined by the Equality Act 2010 is ‘...a physical or mental impairment which has a long term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities’.

By ensuring that all pupils are in receipt of quality first teaching at the highest level will mean that fewer pupils will require such additional support.

All children may have special educational needs at some point in their lives; some children will have life-long and complex special educational needs.

## **5. Educational Inclusion**

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

## **6. Identification of SEND**

Early identification is vital. Pupils will be identified through the regular assessment process used in the school. The class teacher will inform the parent at the earliest opportunity to alert them to concerns and enlist their active help and participation.

If, in spite of high levels of quality first teaching, a pupil is failing to make expected progress, the class teacher will complete an SEND Initial Concern Form and bring it to the attention of the SENDCo. From there, the SENDCo will liaise with the class teacher, parents and pupil to plan appropriate action to support the pupil’s progress. In some cases, this may lead to the SENDCo involving external agencies to work with and assess the pupil to identify the area of need.

The four main areas of need are:

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health difficulties
4. Sensory and/or Physical difficulties

Some pupils, with complex special educational needs and difficulties, will have a range of needs that may come under more than one of the four broad areas.

Slow progress and low attainment are necessarily indicators of SEND and should not automatically lead to them being recorded as having an SEND need. Careful assessment, including advice from external professionals and agencies (where appropriate) must be carried out.

## **7. Special Educational Needs Provision**

Queens Park Academy follows the Bedford Borough Graduated Response to supporting children with SEND (see Bedford Borough Council website).

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.

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.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Children are identified as being under 3 waves:

1. Wave 1 refers to quality first teaching which all children access. If, despite high levels of QFT, a pupil is not making expected progress, they will move to Wave 2.
2. Wave 2 refers to children who are not attaining or making good progress. At this stage, small group and catch up interventions will be devised by the teacher with discussion with the parent.
3. Wave 3 refers to children who have been identified as having SEND and who require outside involvement with other agencies and more specific 1:1 provision. These children may have complex and lifelong special educational needs and disabilities. The SENDCo will liaise with class teacher and parents after initial introductions from the class teacher.

If a child identified as having SEND is still not making progress despite receiving wave 3 interventions, then consideration for a request to the Local Authority for an assessment for an Education Health Care Plan will be sought with permission from parents.

SEND provision at Queen's Park Academy follows the four part 'Assess, Plan, Do, Review' Cycle:

1. **Assess:** Teachers gain a clear understanding of the pupil's needs by gathering together a range of assessment that could include: teacher assessment and knowledge of the pupil; data on pupil progress, attainment, behaviour and

attendance; observations of the pupil in a range of contexts and views of parents/carers and the pupil themselves.

It is essential that the assessment evidence at this stage is detailed and is part of a structured approach in order to ensure that the most appropriate provision is planned for.

- 2. Plan:** This is likely to involve the SENDCo, working with teachers to plan appropriate provision, which is clearly communicated with all concerned. This may be in class support or more targeted provision. Any planning will have a clear focus on expected outcomes for the child or young person.
- 3. Do:** The SEND Code of Practice places the teacher at the centre of the day-to-day responsibility for working with all pupils, it is imperative that teachers work closely with any teaching assistants or specialist staff involved to plan and assess the impact of targeted interventions.
- 4. Review:** At this stage of the process, the SENDCo and teachers involved will gain a clear understanding of the impact of the provision for the pupil and will be able to evaluate its impact and make adjustments where necessary. The teacher and SENDCo will be able to plan ahead to decide on the next stage of the support for the pupil. The progress of students who are receiving SEN Support should be reviewed termly, and may form part of the individual academies regular tracking processes.

## **8. Arrangements for Co-ordinating Provision**

The SENDCo Holli Smith is the person responsible for co-ordinating the day-to-day provision for pupils with SEND ([hsmith@gpa.uk.net](mailto:hsmith@gpa.uk.net) or 01234 352901). The Governor responsible for SEND is Ven Bolton.

### **The SENDCo is responsible for:**

- managing the day-to-day operation of the policy;
  - co-ordinating the provision for and managing the response to children's special needs;
  - supporting and advising colleagues;
  - maintaining the school's SEND register;
  - contributing to and managing the records of all children with special educational needs;
  - managing the school-based assessment and completing the documentation required by outside agencies and the Local Authority (LA);
  - acting as the link with parents;
  - maintaining resources and a range of teaching materials to enable appropriate provision to be made;
  - acting as link with external agencies and other support agencies;
  - monitoring and evaluating the special educational needs provision and reporting to the governing body;
  - managing a range of resources, human and material, linked to children with special educational needs.

Class Teachers are responsible for:

- ensuring that they deliver quality first teaching to all the children who they teach
- the progress and attainment of the pupils they teach
- 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.
- monitoring and evaluating pupil progress and attainment making referrals to the SENDCo when appropriate.

## **9. The Role of the Governing Body**

The governing body does its utmost 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. They consult the LA and other schools, when appropriate and report annually to parents on the success of the school's policy for children with special educational needs.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

## **10. Allocation of Resources**

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs or Education Health Care plans.

The head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

## **11. Access to the Curriculum**

All children have an entitlement to be a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately and we use assessment to inform the next stage of learning.

Individual Provision Plans (IPPs), which employ a small-steps approach, feature significantly in the provision that we make in the school for children with SEND. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the SEN register have an IPP.

We support children in a manner that acknowledges their entitlement to share same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times however when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

### **Partnership with Parents**

The school website contains details of our policy for special educational needs and the arrangement made for these children in our school. Governors review the policy in action every year. A named governor takes a special interest in special needs and is always willing to talk to parents.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make active contribution to their child's education.

We have regular, termly meetings to share the progress of children with special needs with their parents. We inform parents of any outside intervention and we share the process of decision-making by providing clear information relating to the education with special educational needs.

### **12. Monitoring and Evaluation**

The SENDCo monitors the movement of children on the SEN register in school. The SENDCo provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENDCo is involved in supporting teachers involved in drawing up Individual Provision Plans for the children. The SENDCo and the head teacher hold regular meetings to review the work of the school in this area. The SENDCo and the named governor with responsibility for special needs also hold termly meetings

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The SENDCo reports the outcome of the review to the full governing body.

**Signed:**

**Date:**

