



Special Educational Needs and Learning Difficulties Policy

Status and scope

This policy applies to all pupils, parents and staff at Grampian Primary Academy. Copies of the policy are available on request, in the Academy's prospectus and the policy is published on the Academy's website.

This policy has been approved by the Head teacher and the Governing Body of the Academy. It takes into account the Special educational needs and disability code of practice: 0 to 25 years (DFE - 0000205-2013), Department for Education (DfE), July 2014 (Code).

The procedures set out below may be adapted as appropriate to meet the policy aims and circumstances of each case, but all Special Educational Needs (SEN) decisions will be informed by the Code.

The policy takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010.

This policy can be made available in large print or other accessible format if required.

Principles

The Academy's approach to SEN and learning disabilities will operate within the following five principles:

- a child with SEN should have their needs met;
- the needs of children with SEN will normally be met in mainstream schools or settings;
- the views, wishes and feelings of the child or young person should be taken into account;
- parents have a vital role to play in supporting their child's education;
- children with SEN should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum.

The Academy and the Governing Body of the Academy will act in accordance with Appendix C of the Academy Funding Agreement, which is set out at Appendix 1 to this policy.

Definitions

Special Educational Needs: Children have SEN if they have a learning difficulty which calls for special educational provision to be made for them.

Learning difficulty: Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post-16 institutions (if your child has a disability, please ask to see our Disability Equality Scheme); or
- are under five and fall within the definitions above or are likely to do so when of compulsory school age if special educational provision was not made for the child.

Special Educational Provision means:

for children of two years or over, or a young person, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the same age in mainstream schools in England, maintained nursery schools in England, mainstream post-16 institutions in England, or places in England at which relevant early years education is provided.

SEN Coordinator (SENCo): This is a member of the senior leadership team at the Academy who has responsibility for co-ordinating SEN provision in the Academy.

Grampian Primary Academy has 1 SENCo. Her name is Caroline Spooner.
The responsibilities of the SENCo will include:

- overseeing the day-to-day operation of the Academy's SEN policy
- co-ordinating the provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the academy'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 key point of contact with external agencies, especially the local authority
- 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 head teacher and academy 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 academy keeps the records of all pupils with SEN up to date.

A "mainstream" school is a school that provides education mainly for children who do not have SEN. The Academy is "mainstream", as opposed to a special school, which would provide education solely for children with SEN.

Policy statement

At Grampian Primary Academy we have a strong inclusive ethos. Our SEND aims for the school are:

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career
- To ensure that SEN pupils take as full a part as possible in all school activities
- To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment
- To create an environment where pupils can contribute to their own learning, where they feel safe and listened to.

Training

All staff are encouraged to use the Inclusion Development Program materials and external training which may help them to acquire the skills needed to work with SEND pupils.
The School's INSET needs will be included in the annual School Improvement Plan.

Consultation

We will consult with the child and the child's parents about the child's learning difficulties / SEN and ensure that teachers are given any necessary information about a child's learning difficulties / SEN and that teaching practices are appropriate.

Identification, screening and assessment

Screening test: Screening tests for learning difficulties and SEN are carried out as identified in consultation between the class teacher and the SENCo. We recognise that such screenings and assessments should not be regarded as a single event, but as a continuing process.

Outcome of tests: If the outcome of a test or any other circumstances gives us reason to think that your child may have a learning difficulty or SEN, we will report and consult with you as necessary and make recommendations.

Formal assessment: If the test results indicate that your child may have a learning difficulty which ought to be assessed without delay, we will ask you to agree to your child being formally assessed by a Local Authority educational psychologist or a speech and language therapist, or other identified specialist.

Provision

Students known to have SEN: If a pupil is known to have SEN when they arrive at the Academy, the Head teacher, SENCo and class teachers should:

- use information from the pupil's previous primary school to provide starting points for the development of an appropriate curriculum for the student;
- identify and focus attention on the pupil's skills and highlight areas for early action to support the pupil within the class;
- ensure that ongoing observation and assessment provide regular feedback to all teachers and parents about the pupil's achievements and experiences, and that the outcomes of such assessment form the basis for planning the next steps of the pupil's learning;
- ensure that appropriate informal opportunities for the pupil to show what they know, understand and can do, are maximised through the pastoral programme;
- involve the pupil in planning and agreeing targets to meet their needs;
- involve parents in developing and implementing a joint learning approach at home and in school.
- **Graduated approach:** The Code recommends a four part cycle through which earlier decisions and actions are re-visited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The Academy's approach is explained in the table below. However, each case will be considered on an individual basis and where necessary action taken outside of this approach.
- 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.

Stage of provision	Action involved	Who is involved
Assess	<ul style="list-style-type: none"> In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. 	Class teachers SENCo
Plan	<ul style="list-style-type: none"> The teacher and SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date of review. Individual Education Plans will be put in place and a clear date for review agreed. 	Class teachers SENCo Parents Child
Do	<ul style="list-style-type: none"> The class teacher will remain responsible for working with the child. The SENCO will support the main class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. 	Class teachers SENCo Child
Review	<ul style="list-style-type: none"> The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. The support will be revised in light of the pupil's progress and development in consultation with the pupil and parents. 	SENCo Class teacher Parents Child
Involving specialists	<ul style="list-style-type: none"> Where a pupil continues to make less than expected progress, despite evidence based support and interventions the academy will consider involving specialists after discussing the matter with the pupil's parents. If no progress is being made a request for an Education, Health and Care Needs assessment can made to the Local Authority by the Principal / parents / services such as Educational Psychologist / Speech and Language Therapy (SALT) / Occupational Therapy. LA meets and reviews advice and reports from professionals. EHC assessments will apply to very few pupils. 	SENCO
Education, Health and Care (EHC) Plans	<ul style="list-style-type: none"> LA issues EHC plans based on evidence provided by above agencies. Individual Education Plans and reviews of IEPs. Annual Review of the EHC plan. 	SENCO Class teacher Parents Child Outside agencies as needed.

Individual Education Plans (IEP)

IEP: If the parents and the Academy decide that a pupil should receive additional support, apply for an assessment or an Education Health and Care Plan, the Academy will work with the parents and other agencies if appropriate in order to employ strategies to assist progress. Such strategies which will be written in an IEP, will include:

- the short term targets set for or by the pupil
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and / or exit criteria
- outcomes (to be recorded when the IEP is reviewed).

Review: IEPs will be reviewed at least twice a year.

Education Health and Care Assessments and Education Health Care Plans

The Academy (as well as the parents) can ask the LA to arrange an Assessment of the pupil.

The Academy will always consult with parents before exercising this right.

If the LA refuses to make an Assessment, the parents (but not the Academy) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).

Provision under the Education Health Care Plan (EHC Plan):

Where a prospective pupil has an EHC Plan, we will consult the parents and, where appropriate, the LA to ensure that the provision specified in the EHC Plan can be delivered by the Academy.

We will co-operate with the LA to ensure that annual reviews of EHC Plans are carried out as required.

Welfare and examinations

Welfare needs

The Academy recognises that pupils with special educational needs or learning difficulties may be at risk of being bullied. The Academy has an anti-bullying policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

Concerns and complaints

We need to know immediately if your child's progress or behaviour causes you concern so that we can devise and agree a strategy with you and carry it out. We aim to resolve all complaints informally but parents who have a complaint about SEN provision should refer to the Academy's complaints procedure.

Examinations

Children who have been diagnosed as having a learning difficulty / SEN may be eligible to apply for extra time to complete internal examinations and public examinations. You are asked to liaise with your child's class teacher or the SENCo in good time with respect to this.

Record keeping

Records from previous schools: Primary schools are required to transfer to secondary schools records for all pupils within 15 school days of pupils ceasing to be registered at the school. The Academy will make full use of this information in determining the provision for pupils with learning difficulties or SEN.

SEN Records: The SENCo has responsibility for ensuring that records are properly kept and available as needed.

Monitoring, evaluation and review

Annual review

The Governing Body will, on at least an annual basis, consider and report to parents on the effectiveness of the Academy's work on behalf of children with SEN. They may wish to consult support services used by the Academy, other schools and parents. The governing body will advise the Academy as to whether any amendments to the policy are required.

SEN information report

The Governing Body will, in accordance with the Special Educational Needs and Disability Regulations 2014 publish information on the Academy's website about the implementation of this policy. The information will be updated at least annually.

Evaluation

The Sen Governor will meet at least annually with the SENCO and report annually on the success of the policy.

Pupil progress will provide evidence of the success for SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting targets when reviewed
- Use of standardised tests such as SATs, Foundation profiles etc.
- Whole school tracking systems

In addition the school will publish an annual SEND Information report which can be viewed on the schools website which details the key SEND information for the year.