

AIM HIGH ACADEMY TRUST

GILLAS LANE ACADEMY



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY



Date of approval	November 2017
Date of review	November 2018
Signed:	Chair of <i>Governors</i>
Signed:	Headteacher

(See also *Anti Bullying, equal opportunities, safeguarding, Inclusion, Supporting Children with Medical Conditions in school and Managing medicines policies.*)

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance documents:

- Equality Act 2010 (2013)
- SEND Code of Practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at school with medical conditions (2014)
- Teachers Standards (2012)
- Safeguarding Policy
- This policy was created by the School's SENCo, SEN Governor, SEN support worker and a working party of parents of pupils with SEND,

What is Special Educational Needs and Disabilities?

Definitions of special educational needs and disabilities (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has special educational needs and disabilities [SEND] if they have a **learning difficulty** which calls for **special educational provision** to be made for them.

Children have a learning difficulty 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 age in schools within the area of the local educational authority [LEA]
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

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 in which they will be taught.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: www.education.gov.uk/schools/pupilsupport/sen

One change which is significant from the reforms is that those children with the most complex needs now have an Education, Health and Care (EHC) Plan which has replaced Statements of Special Educational Needs. These plans are being supported by an Education, Health and Care Plan Pathway.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available to those families in Sunderland who have children

with additional needs. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Aims

1. To identify children with 'barriers to learning';
2. To provide specific help;
3. To record provision;
4. To ensure regular monitoring;
5. To facilitate success for each child through a differentiated programme of work.

Fundamental Principles at Gillas Lane Primary Academy

- A child with SEND should have their needs met within the mainstream setting
- Children with SEND should be offered full access to a broad, balanced and relevant education.
- The views of the child should be sought and taken into account at every opportunity.
- Parents have a vital role to play in supporting their child's education

Objectives and Critical Success Factors

1. To provide a range of experiences and materials to meet the needs of every individual child.
2. To collaborate with curriculum coordinators so that learning for all children is given equal priority to ensure a broad and balanced, yet flexible programme of work is delivered.
3. To ensure the culture, practice, management and deployment of resources in school are designed to meet **all children's needs**.
4. To work in close partnership with parents and children and fully involve them at every opportunity to provide an inclusive framework for all.
5. To encourage parents to communicate regularly with school about their child's learning and provision.
6. To collaborate with parents to promote an agreed level of expectation for all.
7. To provide effective learning opportunities for all children and offer the four key principles for inclusion:
 - Setting suitable learning challenges;
 - Responding to children's diverse needs;
 - Overcoming potential barriers to learning and assessment for individuals and groups of children.

- Have policies and procedures in place to ensure that all children, whatever their needs, are safe in school

Roles and Responsibilities

Staff Provision

Special Educational Needs Coordinator (SENCo): Mrs Sandra Dodds

Designated SEN Governor: Mrs Susan McCoy

The Role of the SENCo (Mrs Sandra Dodds)

The key responsibilities of the SENCo include:

- overseeing the day-to-day operation of the school's SEND policy
- liaising with and advising class teachers
- support and advise class teachers in the writing of Individual Support Plan (ISP)
- monitor review meetings
- hold annual reviews for those children with Education, Health and Care Plans
- liaising with parents of children with special educational needs and disabilities and promoting partnership
- coordinating provision for children with special educational needs and disabilities
- managing learning support assistants
- overseeing and updating the records of all children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies e.g. educational psychology services, health and social services
- liaise with other schools and disseminate information about children with SEND who have transferred to Gillas Lane Primary Academy

The Role of the Academy Governing Body

- To be fully involved in the developing and monitoring of the SEND policy.
- Will be kept up-to-date and knowledgeable about school's SEND provision, including funding, equipment and personnel resources deployed.
- Ensure that the SEND provision is an integral part of the academy's development plan.
- Will monitor the SEND provision continually.

The Role of the Head teacher

The head teacher (Mrs E Monaghan)

- Has responsibility for the day to day management of all aspects of the school's work, including provision for children with special educational needs and disabilities.
- Will keep the governing body fully informed about the provision for children with special educational needs and disabilities.

- Will work closely with the school's SEND co-ordinator.
- Ensure that all staff are aware and suitably trained with regards to the issues related to the safeguarding of vulnerable children, including those with Special Needs.

Teaching and Non-teaching staff:

The teaching and non-teaching staff will

- Be fully aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs and disabilities.
- Be aware of their responsibility to children with special educational needs and disabilities as defined in the Teacher's Conditions of Service.
- Take into account the type and extent of difficulty experienced by the pupil when planning the curriculum.
- Take specific action to provide access to learning, for pupils with special educational needs, working closely with representatives of other agencies who may be supporting the pupil, by:
 - a) Providing for pupils who need help with communication, language and literacy
 - b) Planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences
 - c) Planning for pupils' full participation in learning and in physical and practical activities
 - d) Helping pupils to manage their behaviour, to take part in learning effectively and safely
 - e) Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning
 - f) Providing support for pupils in the form of personal passports to help with transition from one class teacher to the next
- Be responsible for the day to day recording of information about any child in their care who are identified as having a SEN.
- Ensure that there are adequate transition arrangements for children with specific needs made between staff and between class changes.

Admission Arrangements

Information with regards to admission arrangements for all pupils can be found in our school prospectus and are in accordance with national legislation, including Equality Act 2010. This includes children with any level of SEND.

Identification of Special Educational Needs and Disabilities

At Gillas Lane Primary Academy we recognise that early identification and assessment of special educational needs is necessary to provide greater educational opportunities for each child. This cannot be regarded as a single event but as an ongoing process throughout a school year. We recognise that children have a special educational need if they:

- begin Gillas Lane Primary Academy with an Educational Health Care Plan
- are in the process of being assessed with regard to an Education Health Care Plan, when they begin Gillas Lane Primary Academy.
 - have been identified as having a special educational need in a previous school or early years setting.
- are experiencing learning difficulties significantly greater than the majority of children of the same age.
- are experiencing emotional difficulties that impact on their learning or behaviour within the school environment.
- have a physical disability which either prevents or hinders them from making use of the educational facilities of a kind provided for children of the same age.
- have a serious medical problem which has implications for the learning process.
- are identified as having learning difficulties by Early Years Profile assessment.

N.B. children for whom English is a second language do not necessarily have a special educational need. For children who enter the school with English as a second language a referral will be made to the Sunderland EMTAS support and Intervention Team.

To help identify children who may have special educational needs, Gillas Lane Primary Academy will measure progress by referring to:

- the child's performance monitored by the teacher as part of ongoing observation.
- the child's performance against descriptors within the National Curriculum at the end of a key stage.
- standardised screening or assessment tools at Gillas Lane Academy, we will be open and responsive to expressions of concern by parents, and take account of any information that parents provide about their child.

The Graduated Approach

The graduated approach outlined is part of a continuous and systematic cycle of planning, intervention and review to enable all children to learn and progress at their own level of attainment. A list of children will be kept and updated continuously and reviewed on a termly basis. At each step of the 'Graduated Approach' parents will play a major role in their child's provision.

At Gillas Lane Academy the Graduated Approach involves a model of action and intervention to support children who have SEND. Gillas Lane Academy recognises that there is a continuum of SEND and where necessary, increasing specialist expertise should be involved to aid difficulties that a child may be experiencing. The Graduated Approach is as follows:

SEN Support:

- When early years education practitioners who work, on a day-to-day basis with children identify that a child has SEND (barriers to learning and participation) parents will be informed and discussion around concerns and next steps will take place.
- Together with the SENCo interventions are provided to meet the child's needs, interventions that are additional to or different from those provided as part of the usual curriculum entitlement.
- Parents will be notified and as part of an initial meeting a joint plan of action will be agreed. This will include the child's view, agreed targets and the parents' role in supporting at home.
- SENCo will monitor planning, future interventions and review action.
- Following a period of monitoring the teacher in consultation with the SENCo and parents will seek advice or support from outside agencies if necessary.
- Any advice and strategies given will be implemented, including any alternative interventions that are additional or different.
- An ISP (Individual Support Plan) will be devised.
- A review meeting will take place with class teacher, parents and SENCo. A joint plan of action will be agreed. This will include the child's view, agreed targets and the parents' role in supporting the ISP targets at home.
- Further monitoring will occur.

Education, Health and Care Plan:

The SENCo will:

1. Respond to all communication (parents, LA, agencies);
2. Negotiate with support services where required;
3. Meet and support parents with all necessary arrangements;
4. Arrange annual review meeting and forward subsequent documentation to LA.

Special Educational Needs Procedures

Individual Support Plans (ISP)

At Gillas Lane Academy all children who are identified as SEN support have an ISP. These are produced by the class teacher and in collaboration with parents and outside agencies. The class teacher produces a new ISP in July and February, with support from the SENCo. The English and Mathematics coordinators are also available for advice on ISP Targets.

Review Meetings

All children who are identified as having multiple agencies involved will have a formal review each academic year (June/July).

In addition, children with SEND will also be discussed during Parent Consultations held three times each year (usually October, February and July). The format, and who is present at the review meeting will depend on the level of SEN the child has:

Admission arrangements for new pupils with SEN

1. Contact will be made with parents (and previous school if applicable) to establish background information about the nature of the child's needs.
2. The SENCo will access information from relevant agencies and disseminate it to all involved staff.
3. The SENCo will establish the specific requirements needed for the child.

Accessibility

Gillas Lane Academy has ground floor access for wheelchairs and a toilet with disabled facilities.

Doorways are wide and classrooms easily accessible to all.

Gillas Lane Academy has an Accessibility Strategy and Action Plan for future developments.

The Disability Discrimination Act

The Disability Discrimination Act, passed in July 1995 was amended in September 2002 to incorporate schools. The Act states:

A person with a disability is:

'one who has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day-to-day activities'

(An impairment has a long-term effect if it has lasted or is expected to last for at least 12 months or for the rest of the life of the person concerned. 'Substantial' is neither minor nor trivial).

Monitoring and Review

This policy is monitored on a day-to-day basis by the Headteacher, who reports to Governors about the effectiveness of the policy on request. Governors monitor SEN provision in school through discussion with the Headteacher/SLT.