



Special Educational

Needs Policy

Reviewed spring 2016

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To be reviewed spring 2019

Introduction

Waterside Academy aims to provide a broad and balanced curriculum for all children. Classroom learning through the National Curriculum is our starting point for planning to meet the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. For a minority of children who have special educational needs there may be barriers to learning.. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children. By so doing, teachers enable children to participate effectively in curriculum activities. Children may have special educational needs either throughout, or at any time during, their school career. This policy aims to support curriculum planning and assessment for children with special educational needs taking account of the type and extent of the difficulty experienced by the child.

Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities (SEND) Code of practice 0-25, January 2015 in the context of the following guidance:

- Equality Act 2010: advice for schools DfE Feb 2013;
- SEND Code of practice 0-25 January 2015;
- Statutory Guidance on supporting pupils at school with medical conditions April 2014;
- Safeguarding Policy;
- Accessibility Plan;
- Teachers' Standards 2012;
- SEN Information Report (on School Website)
- The policy was created by Waterside Academy SENCO in consultation with staff, parents and the Governing Body and will be reviewed in consultation with staff, parents and the Governing Body..

Definition of Special Educational Needs

A child has SEND if s/he has a learning difficulty or disability which calls for special educational provision to be made..

A child has a learning difficulty or disability if s/he:

- Has significantly greater difficulty in learning (including developmental issues) than the majority of others of the same age, or
- Has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for other of the same age.

Needs and requirements will fall into at least one of the four broad areas of need;

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health

- Sensor and and/or physical

Children will not be regarded as having a learning difficulty solely because of a language barrier.

The aims of this policy are:

- to create an inclusive environment that meets the needs of each child;
- to ensure early identification of children with special educational needs and early intervention to support them
- to ensure the views—and feelings of the child and the child’s parents are central, enabling them to participate fully in the decision making process.
- to provide greater choice for children and parents over support they receive.
- to focus on inclusive practice and removing barriers to learning.
- to ensure the child receives the best possible education and outcomes, preparing them effectively for adulthood.
- to identify the roles and responsibilities of staff in providing for children’s special needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure all staff have high expectations for all children so attainment can be raised and good or better progress can be made;

Specialism:

The school does not have any additional units for the provision of pupils with any particular additional needs.

Special facilities/access to building:

Waterside Academy has one toilet for disability access and easy access to all other toilets. Our school car park has a disabled bay. The school is single story with no stairs.

Allocation of resources:

- Finances for additional needs are used to provide resources, in-service training and personnel.
- Resources are primarily used towards providing Teaching Assistants (TAs) and/ or teachers to support pupils with SEND.
- A small number of children may receive extra support through their EHC Plan
- A small minority may receive exceptional needs funding through HCC.

The Role of the Special Educational Needs Coordinator (SENCO):

The SENCO is responsible for co-ordinating the provision of education for children with special educational needs. At Waterside Academy the SENCo works closely with the Headteacher and Senior Leadership Team and has responsibility:

- to manage the day-to-day operation of the policy;

- to co-ordinate the provision for and manage the responses to children's special needs;
- to support and advise colleagues;
- to maintain and review the School's SEN Information Report;
- to contribute to and manage the records of all children with special educational needs;
- to manage the school-based assessment and complete the documentation required by outside agencies and the LEA
- to act as the link with parents
- to act as link with external agencies and other support agencies
- to monitor and evaluate SEND provision and report to the governing body
- to manage a range of resources, human and material, linked to children with SEND
- to maintain resources and a range of teaching materials to enable appropriate provision to be made

Role of Class Teachers

- All teachers are responsible and accountable for the progress and the development of all pupils in their class, even where pupils access support from TAs or specialist staff.
- Teachers set high expectations for every pupil and aim to teach to the curriculum.
- The quality of teaching for pupils with SEND, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.
- The early identification of SEND is built into the overall approach to monitoring the progress and development of all pupils.
- Class teachers, supported by the Senior Leadership Team, make regular assessments for all pupils. Where pupils are falling behind or making inadequate progress, teachers ensure that planning for these children is highly differentiated and where necessary targeted support is given.
- While carrying out these responsibilities, class teachers work closely with parents/carers and support staff and report to the SENCO and Headteacher.

The Role of the Governing Body

The governing body has responsibility to secure the necessary provision for any pupil on roll identified as having special educational needs. The governing body also ensures that SEN provision is an integral part of the school development plan.

Admissions and Transitions Arrangements:

Pupils with SEND are admitted to the school as per the school's admission criteria. The school will seek appropriate support as necessary to ensure the children's needs are met. Phased entry will be considered to ensure smoother transition. Records will be sought from previous schools/nurseries and meetings held where appropriate.

At the end of each school year, class teachers meet to share and pass on essential information (including meeting records, relevant reports, provision maps and information relevant to the Assess, Plan, Do, Review cycle about children with SEND.

If a child with SEND leaves the school during the primary years or at the time of secondary transfer, records will be passed on to the receiving school and meetings may be held prior to transfer. SENCOs from the secondary school will be invited to a meeting in the summer term to aid the transition process or the schools will liaise.

Curriculum and Equal Opportunities

All children have entitlement to a broad and balanced curriculum. Differentiation helps pupils with SEND to;

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

At Waterside Academy, teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; work is differentiated, assessment is used to inform the next steps of learning. Learning Support Plans (LSPs) are used to help support children access provision in school. This is set up using Edukey, an online Provision Mapping and Planning Tool.

Identification, Assessment and Review

We acknowledge the entitlement of pupils with SEND to share the same learning experiences as their peers. Wherever possible, children will not be withdrawn from the classroom situation. There are times though when, to maximise learning, work in small groups, or with one-to-one support. This may take place outside the classroom.

Early identification is vital. We start with information given by the pre-school or previous school where a child already has been identified as having SEND. Progress is monitored by the Class Teacher and SENCO.

The attainment and progress of all pupils is monitored frequently and systematically. If a child falls behind age related expectations, he/ she will be identified through Pupil Progress Meetings held every term. In the first place, high quality teaching, targeted at areas of weakness, will be put in place. Parents will be informed at the parent consultation or earlier if necessary. If progress continues to make less than expected progress, a more detailed assessment of needs takes place. This will be supported by the SENCO, parents' views and child views. If the child has significant learning difficulty that requires provision that is additional to or different from that normally available, the child will be placed on the SEND register, needs will be assessed and a Learning Plan will be implemented. The school uses a graduated response to respond (See appendix 1) to children's special educational needs:

Initial Triggers for Intervention:

- The child fails to make adequate progress.
- The child works at levels significantly below those expected.
- The child has persistent emotional and/or behavioural difficulties.
- The child has sensory or physical problems.

- The child has communication and /or interaction difficulties.

Response:

The Class Teacher and the SENCO are responsible for the initial identification of need and provision of SEN support (detailed in appendix 1)

Triggers for Further Intervention:

- The child continues to make little or no progress over a long period.
- The child continues working below age –related expectations.
- Emotional and behavioural difficulties substantially ~~and regularly~~ interfere with the child's own learning or that of the group.
- Sensory or physical needs require additional equipment or regular visits for direct intervention/advice by practitioners from a specialist service.
- Ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Response:

As detailed in Appendix 1.

Statutory Assessment and EHCP (Education Health Care Plan)

Where a pupil's needs are considered to be exceptional, we will apply for an EHCP assessment. The LA follows the relevant criteria over a statutory time-frame. Parents will have access to support professionals for this process. Where agreed, an EHCP will be issued and an Annual Review will be carried out each year.

In-service training for staff:

Staff attend INSET and relevant SEND courses. The SENCO attends local Cluster Meetings and forums and informs staff of issues raised. The SENCO and/or SEN support staff also deliver or receive INSET training Speech and Language Therapy Service and Advisory Teacher Service trains TAs and offers programmes of support to those on their caseload. Sharing of good practice takes place through liaison between the SENCO and Class Teachers or TAs.

Professionals from outside the school:

Via referral, specialist teachers are consulted for advice on the education of individual pupils with specific needs. They also provide staff INSET on teaching children with those needs. The school works closely with specialist teachers wherever possible (e.g. The Park ESC who provides advice and support for some pupils with additional needs).

Partnership with parents:

A positive relationship between parents and school is important when considering the child's educational progress. The school will be open and responsive to expressions of concern from parents and to information provided by parents. Every effort will be made to involve parents in the progress of their children and meetings with outside agencies. The SENCO holds regular appointments for parents. Parent/teacher consultation evenings are held termly and for pupils on the SEND register, a termly Learning Support Plan will be reviewed and involve the child as much as possible.

Children's Progress is monitored by:

- results of National curriculum and SATs test
- reading and spelling assessment
- monitoring of pupil progress targets
- progress on P Scales (or equivalent)
- progress review meetings with teacher and member of Senior Leadership Team
- Progress against PSP (Pastoral Support Plan) or IBSP (Individual Behaviour Support Plan)

Criteria for measuring the success of the SEND policy

- ✓ Effective assessment systems and documentation for the early identification of Special Educational Needs and Disabilities in place
- ✓ Parents/carers involved on a termly basis
- ✓ Children involved as fully as possible by taking their opinions into account when reviewing progress and setting new targets
- ✓ Children's progress and attainment reviewed on a termly basis by all staff involved with the children
- ✓ Accurate and up-to-date records for all pupils with SEND
- ✓ Classroom strategies/provision in place to ensure that all children with SEND are supported in accessing the teaching and learning taking place
- ✓ Child-centred planning meetings are organised with realistic and achievable targets decided by school, child and parents

Complaints procedure:

We aim to support and resolve all issues. Initially, complaints or concerns about **specific** elements of the school's provision for SEND should be discussed with the class teacher, who will refer to the SENCO or Headteacher. However, if a complaint is needed to be made, the Complaints Procedure can be found on our school website or a paper copy can be collected from the school office.

A Graduated Response

Class Teacher		SENCO
1	Assess: Poor progress / developmental concern identified in the classroom	
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2	Class Teacher Screening / Assessment Hold conversation with SENCO and complete a form that raises the concern	SENCO read pupil record/file SENCO observe child and share feedback to Class Teacher; expect recommendations to be actioned by CT/TA with support where needed. Gather baseline / background information
	↓	↓
3	Involve parent as partner and gather further information from parent	Continue informal dialogue and keep relevant information centrally (Edukey/CPOMS)
	↓	↓
4	Plan: Reasonable adjustments in place in the classroom along with targeted intervention. Record provision that is 'additional to or different from' on Edukey	
	↓	↓
5	Do: Personalisation at planning stage, delivered in classroom	
	↓	↓
6	Review: Progress/ attainment still a concern?	Discussion with Class Teacher / TA

	Inform SENCO	SENCO observe pupil with written feedback for Class Teacher
	↓	↓
7	Assess: Data update. Progress still poor/development still a concern? Inform parent and SENCO	Gather baseline / background information with Class Teacher Refer to work in books Refer to assessments in English Refer to assessments in Maths
	↓	↓
8	Plan: Meet again with parent, child and SENCO to set up an LSP If parent aware of child's SEN, suggest Local Offer for relevant services. Agree on a plan together, involve child in process wherever possible and appropriate.	Attend SEN review to help set up a Learning Support plan (LSP) Child is placed on SEN Register Parents are informed
	↓	↓
9	Do: Use targeted intervention (time-limited, ensure that pre and post intervention data is collected). This may be carried out by TA or SEN TA	Offer additional support wherever possible (resources, ideas, websites, contacts, reading) including a follow up observation if needed.
	↓	↓
10	Review LSP one term later. Continue Assess, Plan, Do, Review cycle. Progress still poor? Speak to SENCO about referral to an external agency	Signpost parent to Local Offer (on School website- SEN Information Report) Following 2 LSP cycles, make referral to external agency with agreement following protocol applicable to the agency including evidence of graduated response
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11	If external agency is involved, employ their recommendations at school and home and incorporate into the LSP upon next review	Work with the agency to ensure recommendations and programmes are fulfilled (SENCO conversations with TA/CT)
	↓	↓
12	Continue dialogue with SENCO If needs are considered to be exceptional, with parental agreement, suggest application for EHCP and / or ENF	SENCO completes EHCP and / or ENF application with parental agreement.
	↓	↓
13	Attend annual EHCP review meetings	If EHCP secured, conduct an annual review meeting and invite relevant professionals, parents and child
14	If at any given time in the Plan-Do-Assess-Review Cycle the child makes adequate progress – inform parents and ask SENCO to remove from SEN register	If at any given time in the Plan-Do-Assess-Review Cycle the child makes adequate progress – inform parents and remove from SEN register

Appendix 2

Year Group	Assessment	Purpose
EYFS	WELLCOMM	Speech, Language and Communication
	IAELD	Detailed Developmental Assessment
KS1	Phonics Screen	Early literacy Indicator
	PM Benchmark	Reading Instructional Level
	Herts Steps	Performance tracking directly related to Curriculum received
	SAT / Teacher Assessment	Reading and Writing
	In-house assessment week	
KS2	Herts Steps	Performance tracking directly related to Curriculum received
	SATS	Reading, Writing and Maths
SENCO	Checklist for neurodiversity	Flag specific concern Liaise with parents Foundation for planning
	Literacy Assessment File (provided by SpLD Outreach Service)	Assess for literacy profile re phonological awareness, reading, writing, spelling and memory
	Rapid Lucid, computer based screener tool	Screen for SpLD
	ABCCD chart	Diagnose behavioural patterns

Speech and Language Checklist	Specify areas and degree of concern re SLCN
DAN (Diagnostic Assessment of Maths)	Diagnose specific areas of difficulty in maths