

Priory Academy

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

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| AUTHORS | Miss Wilson |

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This policy was agreed by the Governing Body and will be reviewed annually.

Signed:

Date:

SECTION 1: INTRODUCTION

This policy has been written by the Special Educational Needs Co-Ordinator (SENCo) from Priory Academy

The contact detail for the SENCo is:

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| | Miss Wilson | ywilson@prioryacademy.co.uk 01582 661158 |
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At Priory, Miss Wilson has achieved the NASENCo Award for SEN Co-ordination.

At Priory we believe that it is the responsibility of all class teachers to meet the needs of all groups of learners including those with special educational needs.

Definition of Special Educational Needs

A child or young person has Special educational needs (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 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 or mainstream post-16 institutions.

Definition of Special 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.

Taken from the SEND Code of Practice 0-25, DfE, 2014 p4 & 5

SECTION 2: AIMS

- To identify and provide for students who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator (SENCo) who will lead and manage the school’s policy for students with special educational needs
- To provide support and advice for all staff working with students who have special educational needs

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The Code advises, and it is our policy, that class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all students. These should seek to identify students making less than expected progress, given their age and individual circumstances.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child’s previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The code identifies four broad areas of need. These are defined as:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

When identifying special educational needs, the Central Bedfordshire document, “Guidance on SEND: graduated approach 2016” is used.

Physical needs are not necessarily an indication of special educational needs, although consideration should be given to “Supporting students at school with medical conditions” (DfE April 2014).

Priory Academy keeps a list of children who have been identified as having special educational needs. This is known as the SEN list, or register and it is reviewed at least termly.

SECTION 4: A GRADUATED RESPONSE TO SEN SUPPORT

The Code makes it clear that children should only be entered on to the SEN list if they fail to make progress, once they have had all the interventions and adjustments that characterise good quality personalised teaching.

Teachers remain responsible for the progress and development of the students in their class. It is the teacher's responsibility to access the support they need by involving other adults as necessary. Formative assessment data will be a key part of the identification process. High quality teaching and learning is at the centre of everything.

If a teacher feels that SEN interventions are required, the teacher should discuss the child with the SENCo in the first instance. The SENCo is then responsible for ensuring that all appropriate strategies have been used up to this point. It is then the joint responsibility of the SENCo and teacher to consider the achievement and progress of the child compared to their peers.

This will be done in close consultation with the parents and their knowledge of their child will help to inform the process.

The process will be underlined by the **Assess – Plan – Do – Review** cycle (See Code of Practice p 89-91).

SECTION 5: MANAGING STUDENTS' NEEDS ON THE SEN LIST

Every adult who has a teaching responsibility to a student on the SEN list must make themselves familiar with the information provided about the needs of the student, the strategies to be used and must know the process for feeding back relevant information.

Information may be reviewed at any time but not less than three times a year. Students and parents are central to the review process.

The SENCo may seek help from outside specialists such as speech and language therapists, educational psychologists or occupational therapists.

SECTION 6: CRITERIA FOR EXITING THE SEN LIST/RECORD

Student's progress is monitored regularly. If they are making sustained progress and in discussion with their parents, they can be removed from the SEN list. Their progress will continue to be monitored.

SECTION 7: SUPPORTING STUDENTS AND FAMILIES

We aim to:

- value the contributions parents make to the education of their child
- seek views and involve parents in all aspects of their child's education and special educational provision
- provide access to information concerning their child's needs and education
- deal sensitively and effectively with any parental complaints about SEN provision

There are well-established transition arrangements for those students transferring from Year 4 to Year 5. SENCos from all Partnership schools work together to ensure smooth transition for children with SEN. These arrangements are reviewed at least annually and are used flexibly through discussions with school staff, parents and students.

Independent support for families of students with SEN is available through the Central Bedfordshire Council SEND Parent and Young Person Partnership Service.

<http://www.centralbedfordshire.gov.uk/children/sen-disability/send-partnership/overview.aspx>

Please refer to individual school's websites for admission arrangements.

For further information on what is available locally, please refer to Central Bedfordshire's Local Offer which can be found via the link below:

<http://www.centralbedfordshire.gov.uk/children/sen-disability/local-offer/overview.aspx>

SECTION 8: SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled, and where this is the case, the school will comply with its duties under the Equality Act 2010 and the DfE's 2014 "Supporting Students in School with Medical Conditions".

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Please see the school's policies on supporting children with medical conditions. This is available on the website: www.prioryacademy.co.uk

SECTION 9: MONITORING AND EVALUATION OF SEND

The effectiveness of the Partnership SEN Policy and Provision is monitored and evaluated through:

- Monitoring of classroom practice by senior leaders, SENCo and subject leaders
- Analysis of student tracking data and test results: for individual students, for cohorts
- Monitoring of procedures and practice by SEN governor
- School self-evaluation
- The School Development Plan
- Regular consultation and feedback from parents

SECTION 10: TRAINING AND RESOURCES

Resources - SEN Funding

The overall level of funding (the notional budget) for SEN is identified in the school budget statement. This amount is not ring-fenced.

The responsibility for determining the amount of resources for SEN lies with the school Governors who will seek advice primarily from the Headteacher.

The resources for SEN are used to provide Learning Support Assistants, specific training on SEN and specialist resources.

Training

In order to maintain the quality of provision and to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development. Staff attend training in order to better understand the needs of the children they teach. All staff, including Learning Support Assistants, have access to training. Occasionally, specialised training will be necessary to support the needs of a particular pupil.

Training is accessed in a range of ways:

- In school, by specialist services working with particular students, e.g., Educational Psychology Service, Sensory Needs Service, Language & Literacy Support Service, Autistic Spectrum
- Attending accredited courses run by the LA or other specialist agencies
- In school training by the SENCo
- School to school support in the Partnership

The induction process for new teaching staff includes a meeting with the SENCo to explain the systems and structures in place around the school's SEN provision and practice and to discuss the needs of individual students.

The school's SENCo regularly attends SENCo liaison meetings in the local area in order to keep up to date with local and national updates in SEN.

The school is a member of the National Association of Special Educational Needs (NASEN).

Local Links

The school works closely with Partnership schools to adopt a broadly consistent approach. SENCos in the Partnership schools liaise closely to provide information about students with SEN and disabilities at transition times. Students with SEN are always discussed when the year leader and SENCo visit Lower Schools at the end of the school year. In the case of the transfer of a statemented student, the necessary consultation will take place to ensure a smooth transfer and where appropriate the student may visit the receiving school several times.

SECTION 11: ROLES AND RESPONSIBILITIES

Role of SEN Governor

The Governing body, in conjunction with the Headteacher, is responsible for determining the school's general policy. A member of the Governing Body is appointed as SEN Link Governor. This is currently Mrs Teresa Warren. The governing board is responsible for ensuring that children with special educational needs and disabilities receive the appropriate provision to have their needs met. This applies to all students who are on the school's SEN list. In addition, the SEN governor, through liaison with the SENCo, ensures the governing body remains up-to date and knowledgeable about the school's SEN provision.

The Headteacher is responsible for the day-to-day management of the school's SEN Policy.

Role of SEN Learning Support Assistants

Learning support assistants are a valuable part of the support for students with SEN. The Headteacher and SENCo maintain overall responsibility for all Learning Support Assistants. Learning Support Assistants understand and follow the school's procedures for supporting students with SEN.

The role of the Learning Support Assistant is:

- To support the provision of SEN within the school
- To follow programmes set by class teacher/SENCo/outside agencies
- To keep records and monitor students' progress using the procedures employed by the school
- To help and assist students with SEN, either individually or as part of a group
- Regular informal discussions with staff on a day- to- day basis
- Support planning where appropriate

SECTION 12: STORING AND MANAGING INFORMATION

All records of students with SEN are stored in line with the schools' Information Management policy and the Data Protection Act.

It is important that teachers or other educational professionals working closely with the student should have full knowledge of their special educational needs.

School governing bodies should have access to a student's plan commensurate with their duties towards students with SEN and should always bear in mind the need to maintain confidentiality about the student in question.

Where confidential information is to be transmitted electronically, it should only be sent using a secure system as advised by the Local Authority.

SECTION 13: REVIEWING THE POLICY

Reviewing the Policy

The Policy will be reviewed annually or sooner in the event of revised legislation or guidance.

Policy Date: March 2018

Presented to Governors: July 2018

SECTION 14: ACCESSIBILITY

We are fully committed to providing an inclusive education to allow students with disabilities to access the school curriculum where it is reasonable to do so. Where necessary, the school may adapt teaching methods and provide supportive materials to aid access to the curriculum for students with specific disabilities.

The school building has modifications to allow wheelchair access to all lower floor rooms and special toilets have been built for people with motor disabilities. There is a lift to provide access to the upper floor classrooms.

SECTION 15: DEALING WITH COMPLAINTS

The school endeavours to maintain close working relationships with parents at all times. If parents have a complaint concerning SEN provision for their child, they should discuss this with the class teacher. If this is unsuccessful, they should be referred to the SENCo. Should the matter still be unresolved the parents should contact the Headteacher. For further information, please see the school's complaints policy.

SECTION 16: BULLYING

We are committed to providing a safe environment, where all of our students can learn confidently and build resilience. The school Anti-Bullying Policy lays out the school's stance and response to any incidences of bullying.

SECTION 17: APPENDICES

All other policies referred to can be found on the school's website or by contacting the school office.

The school's SEN Information Report can be found online at www.prioryacademy.co.uk.

If you wish to receive this in another format, please contact the school office.

SECTION 18: COMPLIANCE

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

- Equality Act 2010: Advice for Schools DfE Feb 2018
- SEND Code of Practice 0-25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Any other guidance published by the DfE as appropriate