

Policy for SEND



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A1.

Our SEN policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- To provide a framework for all pupils on the SEN register who may have Special Educational Needs either throughout, or at any time during their school career.
- To identify, diagnose and assess the learning need of all pupils and to liaise with class teachers and support staff to ensure individual needs, teacher perceptions and curriculum requirements are matched.
- To ensure a broad and balanced curriculum is made accessible to all pupils by providing appropriate classroom and other experiences.

A2.

Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice 2014](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

This policy also complies with our funding agreement and articles of association.

A3.

Definitions

"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." (SEND Code of Practice 2014)

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

A4.

Roles and responsibilities

A4.1 The SENCO

Priorslee's SENCO is Rebecca Brewer.

Following the SEND Regs 2014, Regulation 50, she will carry out the 12 functions and duties of a SENCO:

1. Informing parents / carers as soon as possible, of pupils considered to have a special educational need
2. Identifying a pupil's special educational need and co-ordinating provision to support
3. Monitoring effectiveness of the any special provision made
4. Securing relevant services for the pupil (in-house and externally)
5. Maintaining and updating records of a pupil's special educational need and provision put in place
6. Liaising with parents / carers and providing regular information regarding their child's need and the provision made
7. Ensuring all the right information is passed on, when a pupil transfers to another school / institution
8. Promoting inclusion in the school community, as well as access to the school's curriculum, facilities and extracurricular activities
9. Selecting, supervising and training learning support assistants who work with pupils with special educational needs
10. Advising teachers about differentiated teaching methods appropriate for individual pupils with special educational needs
11. Contributing to training for teachers to assist them to carry out identification, implementing provision, monitoring, record keeping, parent liaison and promote inclusion.
12. Preparing and reviewing the SEN Information Report, which is published in the public domain.

A4.2

The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Executive Principal and SENCO to determine the strategic development of the SEN policy and provision in the school
- Consult the LA and governing bodies of other schools, when necessary or desirable, in the interests of co-ordinated special educational provision in the area as a whole
- Ensure that a pupil with SEND is involved in the activities of the Academy together with all pupils, so far as is reasonably practical

- Report to parents on the implementation of the Academy's policy for pupils with SEND

A4.3

The Head of School

The Head of School will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

A4.4

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Completing and maintaining up-to-date learning support records for all children in their class who are on the SEN register.
- Writing and reviewing group interventions.
- Developing individual targets with SEN children and their parents
- Sharing IPM targets with parents every term
- Planning and monitoring interventions for SEN pupils.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy.

A5.

CO-ORDINATING AND MANAGING PROVISION

The Headteacher and SENCo meet frequently to discuss SEN issues. SEN policy and provision are discussed regularly at staff meetings in order to raise the achievement of children with SEN.

Special needs provision is an integral part of the School Development Plan. The SENCo oversees the provision using intervention trackers.

The SENCo meets with class teachers and support staff to review progress and to give support and advice by offering a weekly 'surgery session'. The SENCo advises on the placement of support assistants throughout

the school. This is dependent on the Special Needs requirements and may change as the needs of the children change.

Parents/guardians are kept informed by class teachers and are encouraged to be involved in the support of their child whenever possible. The SENCo also liaises with parents, and pupils with Education, Health and Care Plans have an Annual review with the SENCo. Where there is a concern that parents need extra support, the SENCo and other staff may seek advice, with the parent, from Strengthening Families. If the situation becomes more worrying, the threshold document will be referred to and the process would be used to identify areas for change and engage support from other professionals. (Please refer to the Child Protection Policy.)

A6.

ADMISSION ARRANGEMENTS

Priorslee Academy strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), the school will admit a child with an Education, Health and Care Plan subject to the wishes of their parent unless this is incompatible with the efficient education of the child or other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

A7.

SPECIALISMS AND SPECIAL FACILITIES

Children's specific needs are discussed with parents/guardians when admission to school is requested. The previous school and support agencies are contacted should this be appropriate. All staff have responsibility for teaching children with learning difficulties/disabilities and should any specialist advice be required, this will be arranged.

The school has access for wheelchairs. Suitable toilet facilities are available. Where a child has a disability the SENCo and class teachers make sure that all adults are informed about effective management strategies and that other children are made aware as appropriate. Advice is sought from outside agencies on how best to provide for the child's needs and this advice is accessible to the adults working with the child through the purple files. Arrangements are made to allow as much independence as possible, but with support available as and when necessary (see Health and Safety Policy). The SENCo and Governor with responsibility for Special needs liaise regularly to discuss provision within the school for all children with SEN.

Specialist training among the staff:

Staff training is undertaken in various aspects of SEN according to the needs of the children to ensure that the provision made and support given to pupils is appropriate and effective. The training needs of the staff including support assistants are reviewed as part of the CPD process in school.

SECTION B:

IDENTIFICATION, ASSESSMENT AND PROVISION

B1.

ALLOCATION OF RESOURCES

All schools in Telford and Wrekin receive funding for pupils with SEN in three main ways:

- The base budget (element 1 funding) covers teaching and curriculum expenses as well as the cost of the SENCo.
- The notional SEN budget (element 2 funding) covers the additional educational support required.
- Specific funds may be allocated to pupils with Education, Health and Care Plans, or Additional Inclusive Funding may be allocated for children at SEN Support level.

Priorslee Academy , as part of normal budget planning, has a strategic approach to using resources to support the progress of pupils with SEN. We provide additional support up to the nationally prescribed threshold per pupil per year. Where the cost of special educational provision required to meet the needs of an individual pupil exceeds this threshold, the school may apply to the Local Authority for inclusive schools funding or for an Education Health and Care Plan.

B2.

IDENTIFICATION, ASSESSMENT AND REVIEW

Our approach to teaching pupils with SEN is a Whole School Approach:

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to all pupils, including those with special educational needs.

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child/young person in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it point to discuss aspirations with ALL our learners.

All children begin the year by creating their own one-page-profile, with additional contributions from parents. This profile shows what other people appreciate about each child, what is important to them and how school can support them.

Underpinning ALL our provision in school is the graduated approach – the cycle of:



Assess – Teachers assess each pupil’s understanding

Plan – Work is planned to address gaps in knowledge and understanding

Do – Teachers teach the work they have planned

Review – Teachers review the learning of the children

This is the recommended model for Special Educational Needs as set out in the Code of Practice (DfE 2014).

The progress of all of our children is assessed at regular intervals by staff as part of the school’s assessment Process (see school’s Assessment Policy).

In deciding whether to make special educational provision, the Headteacher and SENCo consider all the information gathered from within the school about the pupil’s progress, alongside national data and expectations of progress.

Criteria for identifying SEN may include

- A child’s early history and/or parental concern
- Low entry profile
- Low Foundation Stage profile
- A pupil’s lack of progress despite receiving a differentiated curriculum
- Low achievement in the National Curriculum i.e. significantly below the suggested level for their age
- Requiring greater attention in class due to behavioural/learning difficulties
- Requiring specialist material/equipment or support for sensory/physical problems

In some circumstances, when children fail to make progress despite their high-quality teaching, (Tier 1) some pupils will need to access resources which are over and above, and different to, the rest of their class. (Tier 2) Slow progress and low attainment, however, do not necessarily mean that a child has special educational needs. (Please see Priorslee’s Provision Framework in Appendix 1.) Short-term, time-bound interventions may be used by the class teacher, in consultation with parents, to close gaps in learning.

Where more specific assessment is deemed to be necessary, this will be carried out by the SENCo, who may then involve other professionals from outside the school. The information-gathering will include an early discussion with the pupils and their parents. Priorslee Academy recognises that parents know their children best; we ensure we listen to and understand when parents express concerns about their child’s development. Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of their parents.

When a child is identified as needing SEN support, the LA SEN Guidance is used as a guide for the identification, assessment and provision for SEN, intervention trackers are used for record-keeping. A register of pupils with SEN is kept as a legal requirement.

The 'Levels of Support' visual representation of this policy, (Appendix 2) summarises the process of identification, assessment, support and review. The SENCo and the class teacher (together with specialists when appropriate) and involving the pupils and their parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes are agreed and progress reviewed regularly.

Where, despite the school providing SEN support, a child has not made expected progress, school and parents may consider requesting an Education, Health and Care assessment by the local authority. (Tier 3) The LA will expect to see evidence providing at least two cycles of the graduated response. Reviews of children with SEN support are held each term as part of the parent/teacher meetings, and led by the class teacher. They provide an opportunity for parents to share their concerns and, together with the child and teacher, agree aspirations for the pupil. Where necessary the SENCo or Head of School may attend these meetings, or additional meetings may be set up.

Provision:

Provision for children with SEN is additional to or different from those provided as part of the school's usual differentiated curriculum and strategies. It is a graduated response to children's individual needs. Such provision is recorded in an intervention record.

Categories of Special Educational Need:

Children's needs and requirements fall into four broad areas, but individual pupils may well have needs which span two or more areas. For example, a pupil with general learning difficulties may also have communication difficulties or a sensory impairment.

Communication and interaction:

- o Speech, Language and Communication needs (including speech production, Developmental Language Disorder)
- o Autistic Spectrum Disorder (including Aspergers and Autism)

Cognition and Learning:

- o Moderate learning difficulties
- o Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia

Social, emotional and mental health difficulties:

- o Behaviour reflecting underlying mental health difficulties (e.g. anxiety, depression).
- o Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder

Sensory and/or physical:

- o Hearing Impairment
- o Visual impairment
- o Physical disability
- o Multi-sensory impairment

Supporting pupils with medical conditions:

Where children with SEN also have medical needs, their provision is planned and delivered in a coordinated way with the medical care plan. School has regard for the statutory guidance supporting pupils at school with medical conditions (DfE, 2014).

B3.

CURRICULUM ACCESS AND INCLUSION

Priorslee Academy strives to be an inclusive school, engendering a sense of community and belonging through its

- inclusive ethos
- broad and balanced curriculum for all pupils
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all children

B4.

EVALUATING SUCCESS

Parents/guardians, staff and pupils meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success.

The success of the school's SEN Policy and provision is evaluated through:

- Monitoring of classroom practice by SENCo and subject coordinators
- Analysis of pupil tracking data and test results – for individual pupils and for cohorts
- Monitoring of procedures and practice by the SEN governor three times a year
- School self-evaluation
- Monitoring the quality of Pupil Profiles, Outcome Plans and review meetings
- The School Improvement Plan

B5.

COMPLAINTS PROCEDURES

If a parent or guardian is concerned about SEN provision for their child, initial contact should be made with the class teacher. A meeting will be arranged, which may include the Headteacher and/or SENCo, to discuss the concern. Parents can request an appointment with the Headteacher directly.

In the event of a formal complaint concerning SEN provision, parents/guardians are advised to contact the Head of School and follow the Telford and Wrekin procedure in the first instance. Parents may also contact the governing body.

SECTION C:

PARTNERSHIP WITHIN AND BEYOND THE SCHOOL AND CHILDCARE

C1 STAFF DEVELOPMENT

The school is committed to gaining further expertise in the area of Special Needs education. Training includes school-based whole school INSET, staff meetings with SEN focus, SENCo and support assistant meetings/training sessions, attendance at Telford & Wrekin meetings and the reading and discussion of documents on SEN. Individual staff development can be accessed from outside institutions.

Arrangements for the induction of ECTs and new staff into the school's policy and SEN procedures are detailed in the Staff Handbook.

C2.

LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The school are able to call upon the expertise of a wide range of support services. Some of these are free to the school, and some are paid form services. These support services are consulted after consultation with the Head of School or SENCo, and with the full agreement of parents. To access assessment and advice from these services a request form must be filled in, and additional information may be required e.g. the service's own checklist, information about strategies already in use, any additional assessments done by the school.

The SENCo holds/ can access contact addresses and request forms for agencies and support services.

C3.

PARTNERSHIP WITH PARENTS

Our school believes that good communication between parents/guardians and staff is essential so parents can share their knowledge and expertise about their child. This is important in enabling children with special educational needs to achieve their potential. Parents are welcome to visit the school to discuss any concerns about their child with the class teacher, at a mutually agreed time. Such meetings can also be arranged with the SENCo.

Parents are involved in the initial identification of their child's needs and are part of the review process to monitor provision and progress. Where possible, parents are involved in developing strategies instigated, and we aim to support parents with their child's difficulties if necessary. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. Parents have right of access to records concerning their child. Parents' views are sought when reviewing SEN provision and support in school through one-to-one meetings, small working groups or by questionnaires.

C4.

THE VOICE OF THE CHILD

All children are encouraged to participate in discussions about their learning and aim is for them to feel that their views are valued right from the start of their education. The one-page profile completed each academic year enables this to happen. We encourage pupils to participate in their learning by being present for at least part of the review meeting, depending on their level of maturity, and by completing children's point of view documents prior to the review meetings which focus on their successes and needs, and how best to help them.

This ensures they can share their wishes and feelings with families and staff. It is important to recognise success and achievements as part of the review process as well as addressing any difficulties. Children's views are sought when reviewing SEN provision and support in school through one-to-one meetings, small working groups or by questionnaires.

C5.

TRANSFER ARRANGEMENTS

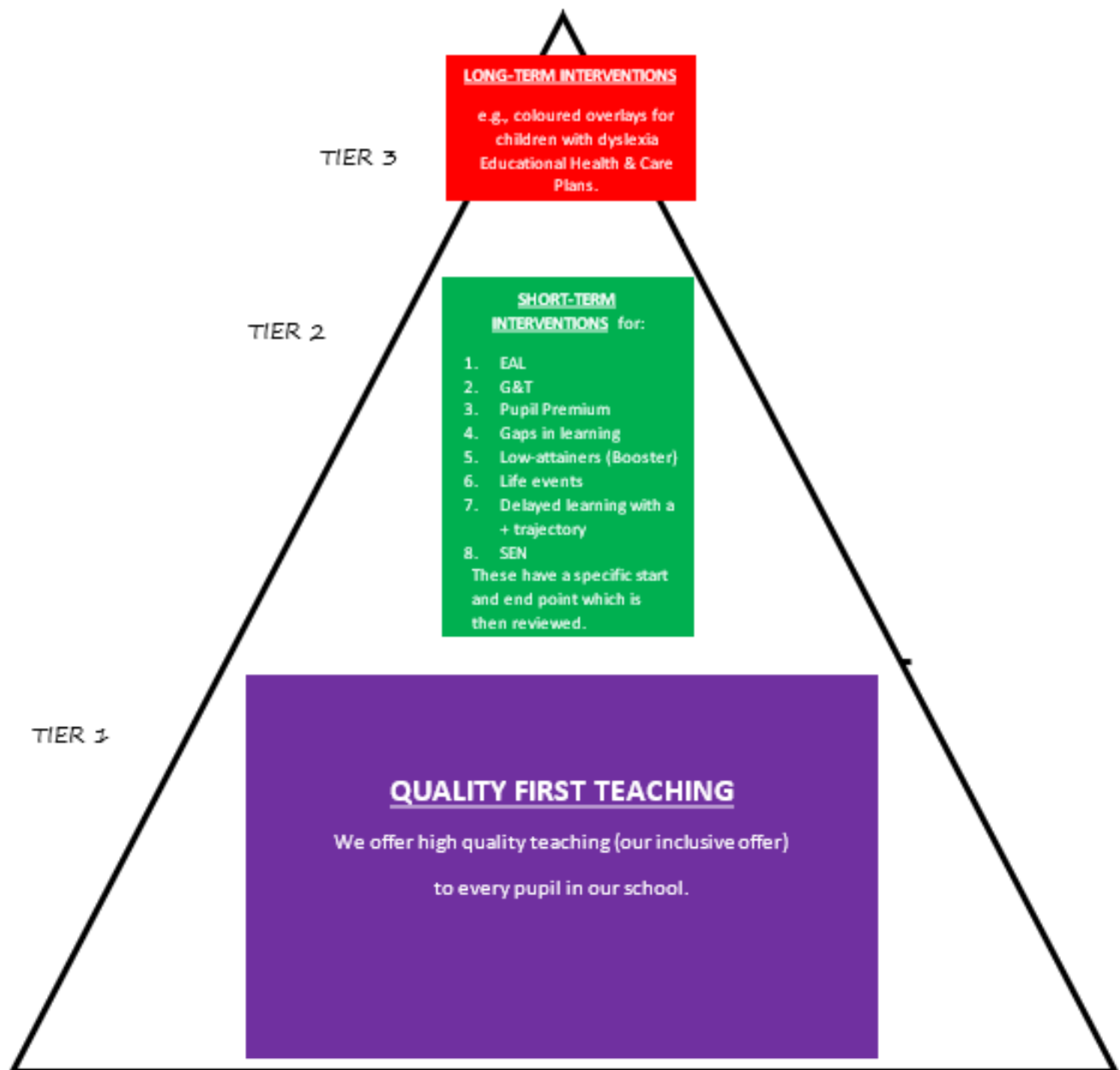
The SENCo, class teachers and Head of School liaise over the internal transfer of pupils with SEN. Placements are considered carefully in order to meet a child's particular needs, and pupils are given the chance to meet their new teacher before transfer. Year 6 children transferring to local secondary schools have the chance to visit the new school for a day. Representatives from the Secondary Schools visit to talk with the children. The SENCo and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEN information is gathered together and records transferred to the new teacher or school.

For pupils with Education, Health and Care Plans, the child's EHC Plan should be amended in the light of recommendations of the annual review by November of Year 6 to ensure that time is available to make necessary transfer arrangements re: needs and provision. The SENCo of the receiving school will be invited to the final annual review in primary schools of pupils with Education, Health and Care Plans where the particular school has been named.

Monitoring and Review


The implementation of this policy will be monitored by the SEN Governor. This policy will be updated in line with new initiatives together with any streamlining of school processes. This policy will be reviewed in three years. It will be approved by the governing board.

PRIORSLEE'S PROVISION FRAMEWORK



Levels of Support

A Visual Representation of our SEN Policy



Tier 1

What every child receives at Priorslee Academy

All children receive high quality teaching in all subject areas and year groups.

All children create a one-page-profile each academic year, with additional contributions from parents and some staff. This shows what other people appreciate about each child, what is important to them and how school can support them.

All staff are responsible for ensuring Wave 1 provision is delivered.

Class teachers are responsible for ensuring Wave 1 is adjusted as necessary to suit the needs of the children in their class and for collating the one-page-profile.

If parents have concerns, they should speak to the class teacher in the first instance.



Class teacher considers whether additional intervention is needed. They use class assessments, discussion with SENCO, and parent views on the child's strengths and needs, to inform decision.

Tier 2

If a child is not making appropriate progress or achieving age-related levels despite some modifications to Tier 1 support, they may need a specific, short-term intervention to overcome their barriers to learning.




Pupil progress and effectiveness of provision monitored.

Pupil progress meetings allow SENCO to overview the provision.

Learning target plans may be in place.

If progress continues to be slow, class teacher will consult with SENCO, child and parents, and child may be moved to SEN Support level. Additional, specific assessments may be completed in consultation with the parent, and SEN referral forms may be filled in with support from the SENCO.





Tier 3

On-going, specific support to address a child's SEN.

Child may receive specialist support from outside agencies.

They will have an individual learning target plan.

SENCO involved in co-ordinating provision and assessments & liaising with outside agencies.

SENCO ensures teacher is keeping individual records.

SENCO may request an AIP/ILP Plan, if necessary.

AT EVERY STAGE, THE PUPIL AND PARENTS/CARERS ARE PART OF THE DECISION-MAKING PROCESS.

WHO TO CONTACT ABOUT SEN:

- Your child's class teacher, in the first instance.
- Our SENCO, Mrs Brewer rebecca.brewer@taw.org.uk
- Our SEN governor, Mrs Gaynor Simmons.