



SEN Policy

Last reviewed: October 2018

Next review: October 2020

The SEN policy pervades all curriculum policies in the school. Some children have barriers to learning that mean they have special needs and require particular action by the school. These requirements are likely to arise as a consequence of a child having special educational needs. Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

At Washingborough Academy we assess each pupil's current skills and level of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, the school considers evidence that a pupil may have a disability under the Equality Act 2010 and considers what reasonable adjustments will need to be made for them.

Regular assessments are made of progress by all pupils. We seek to identify pupils 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 at 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.

(The above is taken from Sections 6.15 – 6.17 of the SEN Code of Practice 2014.)

Special educational needs may relate to one or more of the following broad areas of need:

- communication and interaction;
- cognition and learning;
- Social, emotional and mental health difficulties.
- sensory and/or physical needs;
- medical conditions;

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children deemed to be disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. We will assess each child as required, and make the appropriate provision, based on their identified needs.

EQUAL OPPORTUNITIES & INCLUSION

This policy has been updated in line with the SEN Code of Practice 2014, The Equality act 2010 and the Children and Families Act 2014.

Washingborough Academy endeavours to make every effort to achieve maximum inclusion of all pupils (including those with SEN) whilst meeting pupils' individual needs. Teachers provide learning opportunities for all the pupils within the school environment and provide materials appropriate to

pupils' interests and abilities. This ensures that all pupils have a full access to the National Curriculum. We use the guidance given in the National Curriculum document to support inclusion. We co-operate with the local authority (LA) in reviewing the provision that is available locally and in developing the Local Offer.

All children at Washingborough Academy are equally valued, regardless of whether they have special education needs. SEN children are included into every aspect of the school including sharing meal times, recreation times, school clubs and visits.

AIMS AND OBJECTIVES

The aims of Washingborough Academy are based on the aims stated in the LEA Policy for Special Educational Needs and guided by the SEN Code of Practice 2014 and any updates. We aim to work, with the LA, to ensure high levels of achievement, effective learning, progress and development for all pupils regardless of any special educational need.

We are committed to inclusion, meeting individual needs, and the provision of the highest quality for all students and the efficient use of resources. We encourage mutual respect and consideration as part of the ethos of our school. All pupils are valued and we work to promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others.

We recognise that 'All pupils should have access to a broad and balanced curriculum' (Code of Practice 2014) and that 'Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement' (National Curriculum 2014)

PARTNERSHIP WITH PARENTS/CARERS

The school works in partnership with parents. This is a school priority in line with the SEN Code of Practice. We work to enable and empower parents and carers by;

- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for their child
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- making parents and carers aware of the parent partnership services
- providing all information in a 'parent friendly' and accessible way

INVOLVEMENT OF PUPILS

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). We endeavour to fully involve pupils wherever possible by including pupils in

- identifying their own needs and learning about their own learning (self assessment)
- individual target setting across the curriculum
- the self-review of their own progress and in setting new targets
- formal reviews, providing evidence for meetings and attendance at review meetings

MANAGEMENT OF SEN WITHIN THE SCHOOL

We recognise that all members of staff are teachers of children with special educational needs. The head teacher and the governing body have delegated the responsibility for the day-to-day implementation of the policy to the Special Educational Needs Leader (SENCO). All members of staff are aware of their responsibilities towards pupils with SEN, whether or not pupils have an Education Health Care plan. A positive and sensible attitude is shown towards those pupils.

The SENCO is responsible for:

- overseeing the day-to-day operation of this policy
- co-ordination provision for children with special educational needs
- liaising with and advising teachers
- managing learning support assistants
- overseeing the records on all children with SEN
- liaising with parents of children with SEN
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies

The SENCO is responsible for keeping the head teacher and the governor with responsibility to SEN fully informed.

ADMISSION ARRANGEMENTS

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

SPECIAL PROVISION

The staff have expertise and have received training in the following areas:

- implementing Additional Literacy Strategy work
- working with children with behavioural difficulties
- distinguishing between an EAL child and a EAL/SEN child
- working with children with Speech, Language and Communication needs
- working with children with Autistic Spectrum Disorder
- working with children with SpLD (dyslexia, dyspraxia and dyscalculia)

IDENTIFICATION AND ASSESSMENT

As stated in Removing Barriers to Achievement, we recognise the importance of early identification. The SENCO works closely with the school assessment leader. The school adopts the levels of intervention as described in the SEN Code of Practice.

We adopt the following procedures for identification and assessment:

- the analysis of data including initial assessment in the Early Years, Foundation
- Stage Profile, entry profiles, Teacher assessments
- the completion of teacher concern forms
- following up parental concerns
- tracking individual pupil progress over time
- liaison with feeder schools on transfer
- information from previous schools
- information from other services
- Pupil Progress Meetings (termly)

The SENCO maintains a record of pupils identified through the procedures listed. This is updated at least three times a year following discussions with parents and teachers.

For pupils where it is deemed necessary, an outside agency may be involved to support the school in provision for that child.

CURRICULUM ACCESS AND PROVISION

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual needs and to mark work and plan homework effectively.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs.

- in class support for small groups with an Learning Support Assistant (LSA)
- small groups withdrawal with LSA
- individual class support / individual withdrawal
- further differentiation of resources

All SEN children are identified on the SEN register and monitored on the school provision map. They are given individual targets specific to their needs on an SEN support plan which are discussed with parents during review meetings held 3 times a year.

For pupils with Education Health Care plans, provision will be in line with the recommendations on the plan.

VULNERABLE CHILDREN

Vulnerable children are identified as children who may be hindered in their learning by one or more factor, such as:

- Children with SEN/disability
- Children who are members of an Armed Forces family
- Children who are on the free school meal register
- Looked after children
- Children whose attendance is notoriously poor
- Families needing help to bring up their children
- Children at risk of abuse or neglect
- Children with mental health need or emotional and behavioural problems
- Children at risk of, or involved in, criminal behaviour.

These children are identified and their well being and academic progress is monitored by the SENCo and Headteacher

LINKS WITH EDUCATION SUPPORT SERVICES

We aim to maintain useful contact with education support services. We have a good working relationship with:

Working Together Team

Specialist Teaching Service

Speech and Language services

Casy Counselling

Educational Psychologist

BOSS (Behaviour Outreach)

The SENCO will maintain links with other SENCOs through the SENCO network.

LINKS WITH OTHER SERVICES

Effective working links will also be maintained with:

Community Health Service

Social Services

Educational Welfare Service

School Nurse

STAFF DEVELOPMENT AND TRAINING

In order to maintain and develop the quality of our provision, all members of staff are encouraged to undertake training. Input from external agencies is actively encouraged.

RESOURCES

The provision for SEN is supported by the SEN budget. The allocation of funds is deployed to support the implementation of this policy. The following principles have been identified to support this:

- Annual review of allocation of LSA's by the Head and SENCO according to the needs of the children.
- SENCO administration time to carry out duties specified in the SENCO job description.
- Appropriate training of all members of staff – see S.I.P.
- Resources to be purchased as required through the specific SEN budget.
- Monitoring and Evaluation of SEN Provision

The effectiveness of our provision for pupils identified as having special educational needs is carried out in the following ways:

- classroom observations (SENCO), Headteacher and SEN Governor)
- work sampling (SENCO and SEN Governor)
- scrutiny of planning (Curriculum Leaders and SENCO)
- informal feedback from all staff
- pupil interview
- pupil tracking (SENCO and Assessment Leader)
- pupil review meetings and records of review meetings (SENCO)
- movement on the register (SENCO and SEN Governor)
- attendance records

MONITORING OF POLICY EFFECTIVENESS

We have identified the following success criteria to enable the Headteacher, SENCO, Senior Management team and SEN Governor monitor and evaluate the effectiveness of the policy.

- the SENCO has at least one yearly meeting with the governor responsible for SEN
- the register is updated at least three times a year
- Pupil Progress Termly Meetings
- there is movement on and off the register
- all concerns are followed up as soon as possible
- parents are informed about all expressions of concern
- pupils with SEN support plans have the targets reviewed a minimum of three times a year
- pupils are aware of targets they need to achieve
- relevant members of staff are aware of pupil targets
- SEN targets are SMART and written in accessible language
- parents are informed of their child's targets at parents' evening and during the SEN discussion meetings
- teachers and support staff are aware of procedures
- all teachers' weekly plans show evidence of differentiation
- there is evidence of individual pupil progress over time
- SEN issues are included in staff development planning
- teachers are aware of their responsibilities
- the SENCO has an SEN action plan

Latest Review: October 2018