



# **SPECIAL EDUCATIONAL NEEDS and Disability POLICY**

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Policy Status

Statutory

Responsible member

SENDCo (Sue Jones)



## Special Educational Needs Policy



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This policy complies with the statutory requirements laid out in the Special Educational Needs and Disabilities Code of Practice: 0-25 years (September 2014) and the Equalities Act (2010). This policy will be implemented by all staff Church of England Academy. The SENDCo will oversee the implementation of this policy and the management of Henlow Church of England Academy's provision for SEND.

At Henlow Church of England Academy, we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care.

Henlow Church of England Academy believes that Special Educational Needs and Disability (SEND) is a whole school issue and that 'Every teacher is a teacher of SEND'

## **Definition**

- Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.
- A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A pupil of compulsory school age or a young person has a learning difficulty or disability if they:
  - have a significantly greater difficulty in learning than the majority of others of the same age; or
  - have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- 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.

## **Aims**

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice (2015)

Our aims are:

- To ensure that all pupils with SEND have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently
- To ensure all children can access a balanced curriculum, differentiated where appropriate
- To ensure that all pupils with SEND are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning
- This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.

## **Learning Support Provision**

Henlow Church of England Academy will take a graduated approach, underlying this is the understanding that: 'Every Teacher is a Teacher of SEND'. The baseline for all pupils is high quality teaching and learning within the classroom. The subject teacher will take steps to provide differentiated learning opportunities within the classroom. Teaching techniques and materials will be adapted to the individual pupil's ability offering an inclusive approach to learning. This will aid the pupil's academic progression and enable the teacher to better understand the provision and the support that needs to be applied. The Learning Support team will support staff in ensuring the education of all pupils in the classroom but will concentrate on those pupils with identified learning difficulties. We aim to identify and assess the needs of pupils with SEND as quickly as possible, this process will be a partnership between, in the first instance, feeder schools, Henlow Church of England Academy personnel, parents/ carers and children. Needs and actions will be reviewed regularly by having regard to the advice in the Code of Practice. Wherever possible and appropriate, pupil needs will be met within the classroom. The School will seek to provide support that is co-ordinated and which uses, where appropriate and available, expertise from agencies outside the School. We understand the contextual nature of SEND and that environment and curricular factors can themselves contribute to difficulties with learning.

## **Personnel**

The SENDCo will co-ordinate day to day SEND provision while the SEND Governor and The Senior Leadership Team will monitor the policy and provision on behalf of the Governors. The name of the current SEND Trustee can be obtained from the SENDCo. The Learning Support team comprises:

- SENDCo
- Deputy SENDCo
- Intervention Lead
- 16 Teaching Assistants

The SENDCo will be the overall line manager of the SEND department.

## **Admission**

Henlow Church of England Academy is an all-ability Middle School deemed secondary, the admissions policy of which conforms to the National Admissions Framework. For more information see the Admission Policy. The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

## **Curriculum**

The curriculum entitlement for all children will be exactly the same, irrespective of ability or disability, unless other arrangements are agreed under provision for disapplication or modification.

## **Identification, Assessment and Provision**

The SENDCo will produce a provisional register of students with potential special educational needs before they arrive at Henlow Church of England Academy, by contacting feeder schools for information. The provisional SEND Register will be published to school staff. For each pupil on the SEND register the SENDCo will produce a Pupil Profile and a Provision Map; these provide information to staff and are pupil focused. Profiles and Maps will be reviewed and updated with parents and pupils three times a year.

## **Stages of Support**

SEND Support (K): a student who is identified as needing additional support, this is provided mainly within the classroom; some pupils may be timetabled for additional support. The subject teacher will provide work matched to the needs and abilities of all the pupils in the class. The SENDCo will deploy resources from the learning support team as appropriate to the needs of identified pupils. Statement of Educational Needs/Education Health Care plan (E): following Statutory Assessment, an EHC Plan may be provided by Central Bedfordshire Council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved developing and producing the plan. In addition to the support detailed in the plan, pupils also receive the support outlined at Stage K. The Education Health Care plan is reviewed at least once a year.

## **Assessment**

Assessment of a child's special needs will be undertaken jointly by the SENDCo, and other SEND staff as decided by the SENDCo, using some, or all, of the following: Information and data from the child's previous school(s), parents, subject teachers, Learning Support staff, outside agencies, National Curriculum data at Key Stage1 and 2, Cognitive ability test data, school screening tests. Such information will be collected and used regularly by the SENDCo for the following purposes:

- The monitoring of progress of pupils on the SEND Register
- To provide appropriate and necessary support to pupils
- The writing, review and update of pupil provision maps
- Accountability to the Senior Leadership Team and the Governors.

## **Advice**

The SENDCo will provide advice, as required, for example

- to teachers considering curriculum differentiation, modification or disapplication
- to the Senior Leadership Team concerning the appropriate curriculum provision for pupils with SEND
- to the Senior Leadership Team and the Governors concerning the appropriate level of resources and staffing to address the needs of students with SEND.

## **Role Specifications**

Subject Teachers will:

- make themselves familiar with the needs of pupils who have been placed on the SEND Register
- match the tasks for pupils to their ability and their needs
- assess, record and report progress in a way that provides information that assists the production, review and of Provision Maps.
- notify the SENDCo of any concerns that might lead to placing a pupil on the SEND Register
- when supported by a Teaching Assistant, inform the Teaching Assistant in advance of the lesson, of the objectives, context, methods and outcomes of that lesson or series of lessons
- liaise with SENDCo or Deputy SENDCo regarding work that requires specialist modification in advance of the lesson
- involve the Teaching Assistant with the class in such a way that the pupils regard them as fellow professionals of the teaching personnel and working with them as a team.

### **Teaching Assistants will:**

- undergo a period of induction training when first appointed
- undertake continuing programme of training and development while employed
- support within the classroom as agreed by the teacher and the SENDCo and outlined in the 'Teaching Assistant Handbook'.
- where appropriate and necessary, adapt or modify the tasks set by the teacher to the needs of individual pupils on the SEND Register
- monitor pupil progress towards outcomes on Provision Map and report to the subject teacher, SENDCo and Deputy SENDCo as required
- attend Learning Support team meetings, as contracted
- keep records in the form of access to Learning provision maps as required by SENDCo and Deputy SENDCo

The SENDCo, with the support of the Senior Leadership Team will be responsible for the day-to-day operation of the school's SEND policy and will:

- liaise with and advise all teachers, including contributing to the professional development of all staff concerned with SEND
- advise and support all teachers concerning differentiation of the National Curriculum
- liaise with pastoral personnel where students needs require joint strategies
- co-ordinate resources and provision for children with SEND
- construct a timetable for SEND support
- maintain the school's SEND Register and ensure proper record keeping for all students with SEND including the construction of Student Profiles
- liaise with, and support, parents of students with SEND and give them advice as appropriate
- oversee the management of the Learning Support team and be responsible for their professional development
- ensure proper liaison between teaching staff and the teaching assistants, to clarify roles, expectations and to identify where support for colleagues is necessary
- ensure that the teaching assistants are fully integrated into the life of the school by providing them with information and consulting with them as needed
- ensure that knowledge of the full range of educational special needs is acquired and disseminated
- oversee all statutory procedures relating to Statements and Education, Health Care Plans and the annual reviews
- ensure the smooth transition of students with SEND through liaison with pastoral staff and feeder schools
- liaise with external agencies including the Educational Psychology Service and other support agencies, medical and social services, voluntary bodies and others as needed
- monitor the progress of students with SEND by systematic collection and analysis of relevant data
- liaise with the SEND Governor • advise the Senior Leadership Team, Heads of Year/Department and the Governors on matters concerning SEND, as needed
- negotiate a SEND budget and monitor income and expenditure in co-operation with the Senior Leadership Team
- monitor national developments in SEND and respond accordingly
- support cross curricular developments literacy, numeracy, teaching and learning styles
- develop programmes of effective diagnostic assessment
- ensure that SEND issues are reflected in all school policies and practices.

## **The SEND Trustee will**

- become familiar with the procedures and arrangements laid down in the SEND policy
- be involved in SEND Policy review and development
- be aware of the number of students on the SEND Register
- be a channel of communication between the school and the Governors
- monitor SEND provision on behalf of the Governors
- report back regularly to the Governors
- assist the Governors in evaluating the strengths and weaknesses of the SEND system within the School
- make sure there are mechanisms to keep parents informed
- make representations on behalf of the Governors (with its agreement) to the Local Education Authority.

## **Partnership**

The SENDCo will ensure that all teaching and support personnel are kept informed of all the necessary information concerning the special needs of pupils in the School. He or she will also ensure that staff know of relevant developments in regard of SEND within the Local Education Authority and nationally. The SENDCo will undertake the necessary professional development himself or herself and will make provision for the continuing professional development of the Learning Support team through activities funded by the School's training budget. This will include the induction of new staff and the improvement of the knowledge and skill of existing staff. The SENDCo will liaise with Heads of Year and the Senior Leadership Team. He or she will also work closely with the School Psychological Service to ensure that the work with the allocated Educational Psychologist is managed efficiently to maximise the benefit for the pupils. The SENDCo will work with other external organisations and agencies as needed. Such agencies will typically include – Physical and Sensory Impairment, Integrated Services for Learning - Communication Disorders Team, Educational Team for medical absence, NHS - Speech and Language Service, Occupational Therapy Service, the Physiotherapy Service, Social Services and Child and Adolescent Mental Health Service. The SENDCo will work closely with parents on all issues and SEND will be no exception. Parents will be involved at all stages in the SEND partnership. Parents will be fully involved in the statutory procedures related to Statement of Special Educational Need and Education Health Care Plans; parents will be able to discuss concerns with the SENDCo at times of mutual convenience.

## **Monitoring of Policy**

The effectiveness of the School's SEND policy and provision will be monitored by the governor for SEND on behalf of the governors. The SEND governor will liaise with the SENDCo for SEND on SEND issues; the SEND governor will also report to the other governors regularly. In addition, day-to-day monitoring will be achieved through the School self evaluation system.

## **Complaints**

The School will operate a staged approach to complaints concerning SEND, as advised by the Local Authority. Most issues can, and will, be resolved by informal discussion between the home and the school. If a parent or child has a concern about any aspect of SEND they should ask for a meeting with the form teacher and subject teacher concerned to discuss it. The SENDCo should be kept informed or invited to the meeting. If the meeting does not resolve the concern, then it should be referred to the SENDCo, who will investigate the issue and report back to the parent or child. If the SENDCo is not able to resolve the issue, then it should be referred to the Headteacher, who will investigate and report back.

If this fails to resolve the matter, then a complaint should be put in writing to the Chair of Governors who will investigate the complaint. At this stage, the complaint is defined as 'formal'. The Chair of Governors will report back to the parent or child. If this fails to resolve the problem, the parent or child should then complain in writing to the Local Appeals Service at Central Bedfordshire Council.

## **Summary**

Henlow Church of England Academy has developed a credible tradition of work in the SEND area and SEND has high priority within the School. This will continue and the School as a whole will seek to develop provision yet further, within the constraints set by resources. In particular, the SENDCo and the Learning Support team will take a lead in this process of improvement and the Governors will support them in this work and will seek, where possible, to increase the resources available for the support of pupils with SEND. This policy should be read in conjunction with the School's Equality Policy, Behaviour for Learning Policy, Admission Policy, Anti-Bullying Policy and the Local Offer. The policy will be reviewed annually

