

SEN policy

Gretton Primary Academy



Approved by: J. MacDonald

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1. Aims

Our SEN policy and information report 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
- It is the aim of the school to provide every pupil with the best education possible. We promote a fundamental belief in the equality of opportunity in the classroom and throughout the school (for more information see our Equalities Policy). All pupils should be fully included into the life and curriculum of our academies communities. Reasonable adjustments will be made so as all pupils can be fully included.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) 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

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

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.

4. Roles and responsibilities

The SENCO

The SENCO is Kerry Young (Kerry.young@grettonprimary.org)

They will:

- Ensure a consistent whole school approach to special needs and disability
- Work with the Principal and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Ensure parents, carers and young people are fully involved in the decision making process about their child's education
- Have day-to-day responsibility for the operation of the SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Ensure high quality teaching is differentiated and personalised to meet the needs of the majority of children and young people;

- Support all staff in the identification, assessment, planning and evaluation process;
- Maintain the upkeep of an appropriate special educational needs register and review when necessary
- Monitor the quality of teaching, impact of interventions and standards of pupils' achievements;
- Map out interventions to include their impact on standards and the cost of each intervention;
- Seek advice and support from other agencies;
- Review at least annually the academy's information report which outlines the support and provision available in the academy for pupils identified with special educational needs or disability;
- Present an annual SEN report to Governors;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Principal and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

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 Principal and SENCO to determine the strategic development of the SEN policy and provision in the school

The Principal

The Principal 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
- Determine the use of financial resources, staffing levels and staff deployment (ring fencing notional budget);
- Support the SENCO in compiling the academy information report (local offer) and ensure it is reviewed and updated at least annually and published on the academy website;
- Ensure staff development, in-service planning for Governors, teachers and teaching assistants;
- Monitor data analysis, in particular against performance management targets and report back to Governors;
- Ensure that the SENCO is a trained teacher and is a member of the senior leadership team or has direct line management to the leadership team.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Plan for the needs of all 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
- Be responsible for initial identification, assessment, planning and evaluation to meet individual needs;
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEN policy
- Lead reviews of progress including consulting and planning with parents (liaising with the SENCO).

Parents and carers:

- Be fully involved in the identification, planning and evaluation process
- Communicate regularly with the child's teacher;
- Fulfill their obligations under home-academy agreement which sets out expectations of all parties;
- Take heed of an academy's information report which outline the support available in the academy.

5. SEN information report

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties
- Down's syndrome

Identifying pupils with SEN and assessing their needs

If a member of staff identifies a student whose special educational needs are not met by the normal differentiated programme of study, then the class teacher will work with the student setting clear targets and providing greater differentiation. If the situation improves then no further action is needed. If there is no improvement the SENCO will be informed. At this point information will be gathered. The class teacher will inform the parents about the issue and there will be consultation and discussion around the proposed additional support for the student. Parents, and the student where appropriate, will be involved in sharing information and agreeing outcomes. It will be decided whether it is appropriate to further monitor the student. A written record of the meeting will be kept by the SENCO.

If a parent/carer refers their child to the school as they believe their child has special educational needs they should contact the SENCO, who will undertake investigations and appropriate assessments (with input from the relevant teachers) to see if they are achieving expected levels of progress. If the student is not making appropriate levels of progress then internal support will be implemented. If such support is not effective in supporting the student, a referral to the Educational Psychologist or other relevant Specialist will be completed with the parents' permission and information and strategies for support shared with all staff. If there are no concerns regarding the students' academic progress then the school will ensure appropriate differentiation continues in the classroom and interventions are put in place if appropriate. Contact details for professionals who are able to assess will be provided for parents/carers so they can consider a private assessment. Whenever special educational provision is being made, parents and students will be involved in developing and reviewing support plans/strategies.

Identification of SEND

When considering whether a pupil has special educational needs any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum;
- Has social, emotional or mental health difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

Initial SEN support (Watch list)	SEN (Official K codes)	EHCP
GRADUATED RESPONSE		
Identification		
<p>Despite high quality teaching targeted at areas of weakness:</p> <ul style="list-style-type: none"> • The pupil is failing to make progress similar to that of their peers starting from the same baseline; • Progress is lower than made previously; 	<p>When a child continues to make little or no progress despite well-founded support the school should consider involving specialists.</p>	<p>A child continues to make little or no progress despite advice and support from specialists. Taking advice from the local authority and from specialists the decision is made to refer to the local authority for a statutory assessment (anyone can apply to LA for an</p>
Assessment and next steps		
<p>Class teacher and SENCo should assess whether the child has a significant learning difficulty.</p> <p>A decision is made to support the child; the support should be agreed by parent and child. The views of parents and child should be considered.</p> <p>Support is revisited, refined and revised often. There will be frequent reviews, (at least termly).</p> <p>In some cases outside professionals may be involved.</p>	<p>A school should always involve a specialist where a child continues to make little or no progress over a sustained period.</p> <p>Parents should be involved at every opportunity, particularly when involving specialists.</p> <p>Considering the application for High Needs Funding</p>	<p>A request is made to the local authority for an assessment to take place.</p>
<ul style="list-style-type: none"> • Where a pupil has an IEP, schools should meet with parents regularly to set clear goals, discuss the activities and support that will achieve them. However support will be revisited, refined and revised more often • Meetings should be led by a teacher with good knowledge of the child or young person. This will usually be class teacher supported by the SENCo. • Parents views should be explored. • Views of child should be considered. • Following the meeting the teacher is responsible for informing all appropriate school staff and updating school records. 		

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil’s areas of strength and difficulty
- We take into account the parents’ concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil’s record and given to their parents if requested.

We will notify parents when it is decided that a pupil requires extended services and will be added to the schools SEN register.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

Referral for an Education, Health and Care Plan

The majority of children and young people with SEND will have their needs met within a mainstream setting. A local authority must conduct an assessment of education, health and social care and prepare a plan when it considers it necessary, this is likely where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available. However the assessment should not be the first step in the process, it should follow on from planning already undertaken with parents and young people during the graduated response in conjunction with an early year's provider and school.

EHC plans must:

- Be focused on the outcomes the child or young person seek to achieve across education, health and care;
- Set out how services will work together to meet the child's or young person's needs;
- Be based on a coordinated assessment and planning process which puts the child and young person and their parents at the centre of decision making.

Our approach to teaching pupils with SEN

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 pupils who have SEN. This will be differentiated for individual pupils.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Consideration if the curriculum meets the needs of the child

Additional support for learning

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

We have a number of cover supervisors and teaching assistants who are trained to deliver interventions.

Teaching assistants will support pupils on a 1:1 basis when there is an EHCP in place if the plan deems this is appropriate. Other teaching assistants will be deployed on a 1:1 basis based on discussions with the Principal and SENCO.

Teaching assistants will support pupils in small groups when year group leads identify that a planned intervention needs to take place.

Any interventions that take place will be in discussion with teaching assistants. These will be listed on the schools provision map and outcomes will be assessed termly.

Individual Education Plans (IEPs)

All children on the SEN Register have an Individual Education/Learning Plan (IEP/ILP). The plans have specific, measurable, achievable, realistic and timed targets so that children, parents and adults in school know what they

need to do to make progress. If expected progress is not made then the SENCO may refer to a specialist service such as an Educational Psychologist.

The identification and assessment of the Special Educational Needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the difficulties are due to limitations in their command of English, or arises from SEN.

Safeguarding children with SEND

The 2018 guidance Working Together to Safeguard Children defines safeguarding as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

Safeguarding is about protecting children from unnecessary risk and harm.

Adults who work with children with SEND in our school are made aware of the additional needs children may have that could mean they are more vulnerable to abuse and/or less able to speak out if something is not right.

Some children with SEND may be vulnerable because they:

- have additional communication needs
- they do not understand that what is happening to them is abuse
- need intimate care or are isolated from others
- are dependent on adults for care.

Our Designated Safeguard Leads (DSLs) monitor all children on the SEND register. All members of staff understand the importance of safeguarding and can raise any safeguarding concerns they may have with them.

Please refer to our safeguarding policy for more detail.

Supporting pupils moving between phases (Transition)

We will share information with the school or other setting the pupil is moving to. Transition meetings are held for all children with an identified SEN and additional visits will be prepared as appropriate.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after half a term or a term
- Using pupil voice – snack and chats
- Monitoring by the SENCO (i.e. learning walk)
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

If, as a result of appropriate progress, a student is removed from the SEN record. The student will continue to be monitored through the school's structured reporting programme by the SENCO.

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher/SENCO/Principal in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions