

EATFIELD ACADEMY



Special Educational Needs and Disabilities Policy

Author's Name	N. Dowdle
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SIGNATURES:

Head Teacher	T. Pizl
Chair of Governors	K. Hartley

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

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014) (see www.sendgateway.org.uk Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Teachers Standards 2012

The school's SEND coordinator is Mrs N Dowdle, who is responsible for managing the provision made for children with SEND. She achieved the National Award for SEND Coordination in January 2017. The SENCo is also the Deputy Head Teacher and therefore directly informs the Head Teacher of practice within school.

Aims of this Policy

At Fatfield Academy, our aim is to raise the aspirations of, and expectations for, all pupils with SEND. We provide a focus on outcomes for children and look at how these can be achieved.

This involves:

1. Identifying and providing for pupils who have special educational needs and additional needs
2. Working within the guidance provided in the SEND Code of Practice 2014
3. Providing a Special Educational Needs Co-ordinator(SENCO) who will work within the SEND Inclusion Policy

4. Providing support and advice for all staff working with pupils with special educational needs

Identifying Special Educational Needs

Children's SEND are generally thought of in the following 4 broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health
- Sensory and/or physical needs

The purpose of identification is to work out what action we need to take to support the child not to fit him/her into a category.

The following categories are included in the vulnerable children register. These areas may impact on progress and attainment but are not SEND:

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEND)
- Attendance and Punctuality
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Fatfield Academy's Graduated Approach to SEND Support

Teachers are responsible and accountable for the progress and development of the pupils in their class. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. In deciding whether to make special educational provision, the teacher and the SENCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality formative assessment. For higher levels of need, arrangements are in place to draw on more specialised assessments from external agencies

and professionals. This information gathering includes early discussions with pupils and parents. It is then considered whether relevant support can be provided by adapting our normal practice or whether something different or additional is required. When it is decided that a pupil does have SEND, this is recorded on the SEND register and an individual file is created. The parents are informed by letter that special educational provision is being made and are invited to attend annual reviews.

Managing Pupils' Need on the SEND Register

In line with the Local Authority, Fatfield Academy has two levels of SEND support: Action and Action +. Children at the Action stage receive additional provision in school whereas children at the Action + stage have external agency involvement.

- Where a pupil is identified as having SEND, action is taken to remove barriers to learning and put effective special educational provision in place. This is a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. Support Plans for all children on the SEND register children are written termly by the class teachers outlining the desired outcome for the child. These are shared with the parents by the class teacher termly. Provision maps are then created by the SENCO detailing the support, in addition to normal classroom practice, that is given to the child.
- Progress of SEND children is discussed during annual review meetings. These are chaired by the SENCO and involve the class teacher/TA, parents and any other agencies that are involved.
- Where a pupil continues to make less than expected progress, despite receiving interventions that are matched to the pupil's area of need, we will seek the support of a specialist. This could include (but is not limited to): educational psychologists, CYPs, SALT, occupational therapists, physiotherapists. Referrals are completed by the SENCO in consultation with the class teacher and parents and are approved by the Head Teacher before being sent.
- Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the school will consider requesting an Education, Health and Care needs assessment. In these instances the SENCO will be the key worker within the school.

Procedure for Exiting the Register

When a child no longer requires SEND provision because outcomes have been achieved and gaps with peers have been closed they will be removed from the SEND register but still closely monitored within school. A letter will be sent to parents to notify them of this.

Supporting Pupils and Families

Parents who request support or who the school believe would benefit from support will be guided towards the LA's local offer. The school website provides a link to this as well as the school's SEND information report. Information regarding admissions is also available on the school website.

Access arrangements are made by the SENCO when pupils with SEND require additional support to access statutory assessments.

Supporting Pupils in School with Medical Conditions

See the school policy on managing pupils with medical conditions.

Fatfield Academy recognises that pupils 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.

The Monitoring and Evaluation of SEND

The SENCO and SLT are responsible for the monitoring and evaluation of SEND. At the start of each academic year a monitoring schedule is shared with staff which includes: weekly book scrutinies, half termly observations, regular drop ins, termly data analysis which leads to intervention, Support Plan analysis and pupil progress meetings. Subject leaders also monitor the provision for SEND within their areas. Pupil views and parent views with a focus on SEND are carried out once a year. Termly meetings between the SENCO and the SEN governor take place to update on developments within the school.

Training and Resources

Staff questionnaires are completed annually to assess the training needs of all staff. The SENCO then seeks to provide this training either internally or externally. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The SENCO regularly attends the LA SENCO network meeting and all other relevant training in order to keep up to date with local and national updates in SEND.