

# Special Educational Needs Policy

At Thomas Middlecott Academy all students are valued equally and encouraged to live their life to the full, in accordance with our ethos. All teachers are regarded as teachers of Special Educational Needs and Difficulties (SEND) and no student should be disadvantaged because of their additional needs. The school aims to provide a personalised learning experience for all students, taking into account their strengths and needs, thus ensuring full access to an appropriate curriculum. The school fulfils all its statutory duties in respect of the Children and Families Act 2014 and has regard to the revised SEND Code of Practice (January 2015). This policy has been co-produced by the SEND Department and the Head teacher.

## Aims

In providing for children with Special Educational Needs we aim to:-

- Develop all children to their full potential and to value them equally; irrespective of ability, disability, race, gender or background and to give everyone access to the whole curriculum.
- Identify children, as early as possible, in order to support their physical, social, emotional or intellectual development.
- Make sure that there is a consistent, whole-school approach to the identification and provision for pupils with special needs throughout the school.
- Involve Parents in a partnership of support.
- Monitor and evaluate the child's progress, providing the appropriate information and records as part of this process.
- Embrace inclusion for all pupils and ensure a policy of integration into all activities of the school.
- Comply with the 2015 Code of Practice.

The school aims for each child to realise their full potential in a caring, supportive environment, which provides equal opportunities for all. All children have individual needs, many of which can be met within the normal environment of the classroom through a differentiated curriculum.

## Inclusion Statement

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

### 1. Identification

1.1 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 child or young person has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others the same age; or
- (b) 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.

1.2 The four areas of SEND identified in the Code of Practice (2014) are:

- 1) Communication and Interaction
- 2) Cognition and Learning

- 3) Social, Emotional and Mental Health
- 4) Physical and / or Sensory Impairment

Specific Learning Difficulties, such as Dyslexia or Dyspraxia, and other diagnosed conditions, such as Attention Deficit and Hyperactivity Disorder (ADHD) or Autistic Spectrum Disorder (ASD) can be placed within one of these four areas. In addition, the school recognises that students of any ability can present with a learning difficulty or disability and that these difficulties may be for specific periods of time. A student with English as an Additional Language (EAL) may be identified as having learning difficulties, however speaking English as a second language is not an adequate reason in itself to identify a student as having SEND.

1.3 The school has the following means of establishing whether a student has SEND:

- Information from the previous school, including primary school transition visits
- Information from parents
- Information from external agencies e.g. Health, Social Care, Educational Psychology Service, Working Together
- Prior attainment data, including Key Stage 2 Standard Assessment Test (SAT) scores
- Baseline assessment in year 7 or on entry to school: National Foundation for Educational Research (NFER) reading tests; Cognitive Ability Tests (CATs)
- Teaching Assistant monitoring and feedback
- Staff have training to deliver Quality First Teaching so that a child with SEN receives a rich and engaging curriculum.
- Observation during lessons
- Feedback from subject teachers, tutors, Pastoral Officers, including use of Assessment Point (AP)/IEP data to monitor progress
- Discussion at Inclusion Forum

**The 5 stage Graduated Approach:**

<b>Differentiation</b>	The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved. If a child is below age related expectations at half term then they become 'Catch Up'.
<b>Catch Up</b>	Those that are under achieving but will make progress with some provision in class/RWI are entered on to the <b>Analysis Sheet for monitoring only</b> . If the child still makes no progress then the child becomes ' <b>School Action</b> ' and is added to the SEND list, lesson <b>Observations by SEND</b> will then commence to identify the action/intervention required. If the need is different from academic, then a <b>Cause for Concern Referral Form</b> should be completed and given to the SENCO.
<b>School Action</b>	A child receives additional support in class and/or in intervention groups. A provision map completed or an IEP may be written.
<b>School Action Plus</b>	Outside agencies are consulted and support the school in allocating resources
<b>Provision/EHCP</b>	A child receives specific support in class funded by the LA

## School Action

The triggers for intervention through School Action could be the teacher's or others' concerns, underpinned by evidence, about a pupil who despite receiving differentiated learning opportunities:

- 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 mathematical skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not alleviated by the behaviour management techniques usually employed in the school;
- 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 a differentiated curriculum.
- Has been identified as Gifted or talented (See Gifted and Talented policy).

## School Action Plus

- The school's Educational Psychologist and any other assessing professionals should be involved in considering whether to proceed to School Action Plus.
- They should be provided with up to date information about the pupil, including all previous interventions this must be in the form of three (3) IEPs (2 evaluated and 1 current).
- At School Action Plus external support services, both those provided by the LEA and by outside agencies, will usually see the child in school if that is appropriate and practicable, so that they can advise teachers on IEP targets and accompanying strategies.

## The triggers for School Action Plus:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has an emotional or behavioural difficulty, which substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- Interventions put in place at SA have had little or no impact on learning or progress.

## Monitoring and Evaluating Provision

It is the class teacher's responsibility to monitor the progress of children in their class each half term and identify those that are 1/2 sub-levels below what is expected or those that have not made progress. These children are classed as 'Catch Up' and are entered on to the **Analysis Sheet**. This states what the area of concern is and what the teacher intends to do to support the child. The Analysis sheet is kept in the front of the class SEN file. These children are closely monitored and targeted by the teacher through targeted work.

If the child makes no progress or is still below expected levels after 5/6 weeks then a decision will be made, in conjunction with the SENCO, about whether the child needs to go on the SEN register at the level of School Action and a Provision Map is completed highlighting the provision strategies to be used to support this child. If there is a particular concern that the child is not making any progress then an IEP is to be written with the child and the Parents.

If the class teacher has concerns regarding a child in another area, such as sensory, behaviour or communication (See School Action Triggers), then a **Cause for Concern Referral Form** should be completed and the issue discussed with the SENCO. The SENCO is responsible, with support from the class and head teacher, in deciding whether an IEP of further action is to be taken.

### **Individual Education Plans**

Strategies employed to enable the child to progress may be recorded within an IEP or a GEP (group education plan) which sets out targets and teaching strategies that will support the pupils making progress. These strategies and interventions are additional to those that children will receive through the normal differentiated curriculum.

IEPs should focus on up to three or four key individual targets and should include information about:

- the short term SMART targets set for or by the pupil (Specific, Measurable, Achievable, Realistic, Timed)
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria
- outcomes (to be recorded when the IEP is reviewed)
- the views of the Parent and child

IEPs should be continually kept under review as a working document and should be shared with Support Assistants who will be working with the child. They are reviewed every half-term with the child and Parents if possible. The new IEP is signed by the Parent then a copy given to them within a week. A copy of the amended and evaluated IEP or GEP is given to the SENCO along with a copy of the updated IEP within a week of the review taking place this file is then kept on the child's SEND file.

### **Provision Map**

- If a child has made little/no progress despite provision being used then an individual Provision Map needs to be completed.
- The Provision Map shows all the provision being used in school, in Foundation Stage or Key Stage 1, for each Wave of intervention.
- The class teacher highlights the provision to be used for that child including the initials of the staff and the timings. E.g. ELS LB 1x week. A copy is given to the SENCO and a copy goes into the class SEN file.
- After 2 weeks the child is assessed to see if progress is being made. If not, then the class teacher needs to judge whether the provision used is the wrong one and needs changing or if the child needs further provision in the form of an IEP. If the provision is changed then a new provision map needs to be completed and passed on to the SENCO. If extra support is needed then a decision about an IEP needs to be made with the SENCO.

### **Progression to EHCP**

- If after advice from the EP or other professionals, the school and Parents consider that help is needed from outside the school's resources the SENCO completes the form requesting EHCP by the Authority.
- Papers are forwarded to the Case Officer for the school, who with the Panel will decide whether to proceed with EHCP.
- Should the Panel decide against an EHCP it is then up to the school to look again at provision for the child and to formulate new strategies and IEPs.
- If the Panel agrees to proceed with EHCP the SENCO prepares further documentation about the child, which is sent to the Special Needs Section where, in consideration with similar documents from other involved professionals, a Statement of Special Educational Needs is completed.
- The class teacher, in conjunction with the SENCO is then responsible for drawing up an IEP to meet the objectives set out in the Statement.
- The Statement must be formally reviewed at least annually. The Annual Review is chaired by the SENCO.

## **Individual SEN Files**

Each child has their own file which is kept by the SENCO in a filing cabinet. These files contain everything that concerns that child, including Provision Maps, IEPs, reports from Outside Agencies. The class teacher will be given a copy of reports as needed, which is kept in the child's folder in class. These files are shared with the Support Assistants.

## **Partnership with Parents**

We aim to promote a culture of co-operation with Parents, schools, LEAs and others. We will do this through:

- Ensuring all Parents are made aware of the school's arrangements for SEN including the opportunities for meetings between Parents and SENCO.
- Involving Parents as soon as a concern has been raised. This may be done at a Parent consultation or by personal appointment with the class teacher.
- Providing access to the SENCO to discuss the child's needs and approaches to address them.
- Supporting Parents understanding of external agency advice and support.
- Undertaking Annual Reviews for children with Statements of SEN.

During Parent/Teacher meetings, teachers will explain any concerns there are and any targets that have been set. When a child is at the Catch Up stage it is at the teacher's discretion as to if/how the concern is passed on to the Parent but if the Parent is informed then there must be an explanation of what the school are going to do to support the child and what the Parent can do to help at home.

When a child is at School Action, the Parents need to be informed that there is a concern. If the child has a provision map then the Parent should be shown it and the provision being used explained. Targets that are set should be shared with the Parent too.

If the child has an IEP then the Parent must be invited to an IEP meeting where the needs of the child are discussed and targets are drawn up together, so that the Parent knows what is expected of the child, school and Parent. From this point Parent involvement becomes more formal with written invitations to meetings, including Annual Review Meetings.

## **2. Levels of SEND**

### **2.1 SEND Support**

Students identified as requiring SEND support will be placed on the School's SEND register. Parents will be informed in writing that this is the case. Appropriate intervention strategies will then be put in place to support the student, with progress monitored and reviewed regularly.

### **2.2 Education, Health and Care Plans**

These are due to replace statements by 2017. They can be issued by the Local Authority following a period of Statutory Assessment. Some of these EHC plans may attract additional funding and all impose a statutory duty on the Local Authority and School to deliver the educational provision outlined within them.

## **3. Provision**

Additional support for students with SEND can be provided in the following ways:

- ❖ Differentiation by resources, task, group, teacher support, questioning, expected outcomes
- ❖ TA support in lessons
- ❖ Link Teaching Assistants
- ❖ Use of ICT and software packages for support
- ❖ Literacy withdrawal groups
- ❖ Numeracy withdrawal groups

- ❖ Lunchtime support clubs
- ❖ Mental Health First Aid
- ❖ Disapplication from MFL
- ❖ 1:1 pre-teaching and over-learning
- ❖ Social skills groups
- ❖ Learning Intervention group
- ❖ Homework differentiation and support
- ❖ Independent Advice and Guidance to support post 16, including working with Local Authority Additional Needs advisors
- ❖ The Greenhouse Project
- ❖ Alternative curriculum arrangements eg Read, Write Inc
- ❖ Access Arrangements for Public Examinations

#### **4. Working with External Agencies**

The school will work in partnership with external agencies to access specialist services for students and ensure that all receive appropriate levels of help. Where necessary the school will use the Early Help Assessment (EHA) as a means of working with parents and streamlining the work of different agencies. Parents would usually be consulted before external agencies are involved. Partner agencies currently include:

- ☒ Education Psychology Service
- ☒ Sensory Support Service
- ☒ Working Together Service
- ☒ Child and Adolescent Mental Health Service (CAMHS)
- ☒ Integrated Child Health Services, including the School Nursing Service, Community Paediatrician and Neuro-developmental Team
- ☒ Referral and Assessment Team
- ☒ PCSO and Safer Schools Partnership
- ☒ Youth Offending Service (YOS)
- ☒ Local Authority SEND team

The school is also committed to working in partnership with other primary and secondary schools in Peterborough to access alternative provision and jointly commission bespoke intervention when required.

#### **5. Staff Responsibilities**

##### **5.1 SENCO**

The SENCO serves as the link between the Learning Support Department and the Senior Leadership Team. The SENCO also line manages the Assistant SENCO's and oversees the work of the department, the implementation of the SEND policy in school, liaise with external agencies and the strategic development of approaches to SEND, including the publishing of the SEND information report. The SENCO supports the operation of interventions, initiatives and resources that are at the core of the department's work, and acts to guide all members of the SEN department.

## **5.2 Assistant SENCO**

The department has two Assistant SENCO's with each responsible in the main for separate key stage areas; KS3 and KS4. They work closely together to ensure that the students are fully supported throughout their school life particularly during the transition between key stage areas in year 9. They are the lead for their key stage areas and oversee the day to day work of Learning Support Assistants and the delivery of SEND interventions. They also liaise with a number of external agencies and lead on EHA assessments with SEND students.

## **5.4 Learning Support Assistants**

Learning Support Assistants support the students inside the classroom or in small groups as directed by the Assistant SENCO's or the SENCO. They monitor the progress and wellbeing of SEND students and report any concerns to appropriate personnel. Learning Support Assistants will be the named Link LSA for a number of students: they attend termly reviews and liaise with subject staff as appropriate. Interventions such as Read Write Inc.

## **5.5 Subject Teacher**

Subject teachers are responsible for the learning and progress of SEND students in their lessons. They have a responsibility to know who the students with SEND are, ensure that appropriate work is planned for them and accurate assessments are completed and reported. They must link effectively with Learning Support Assistants deployed in their lessons to ensure that students are supported to learn independently.

## **5.6 Faculty Leaders and Subject leaders**

Faculty and Subject leaders must have oversight of the implementation of the SEND policy in their subject area and ensure that their monitoring of data includes appropriate target setting and evaluation of SEND students' progress.

## **5.8 Pastoral Support Officers**

Should liaise with the Assistant SENCO's or SENCO over any pastoral concerns and seek advice and guidance where appropriate. The Safeguarding Officer should also share relevant information with the Assistant SENCO's and SENCO where necessary to enable students to be fully supported.

## **6. Continuing Professional Development**

The SENCO will work with the Head Teacher to ensure that whole staff training on SEND is provided as required. Including liaising with external agencies to provide specific training in relevant areas. The SENCO will also co-ordinate the training needs of the department and participate in the whole school programme of professional development. Newly appointed staff and NQT's must have induction sessions on SEND and the SENCO should also work with Heads of Faculty and Subject Leaders to advise on training requirements and provide bespoke departmental training as required.

## **Definitions of Words and Acronyms**

When a child is placed on the academy's SEN&D register, parental meetings are held three times a year (one of these being parents evening).

We try to avoid using 'technical terms' as much as possible. This is however, sometimes unavoidable. We have put together a glossary of acronyms and terms that are often used or heard, that may be of some help.

AA	Access arrangements – a legal process of testing and requesting that pupils with specific difficulties have some form of additional support or time in exams
ADD	Attention deficit disorder (a medical condition, not necessarily SEN)
ADHD	Attention deficit hyperactive disorder (a medical condition, not necessarily SEN)
AR	Annual review
ASD	Autism spectrum disorder (a medical condition)
CAMHs	Child and adolescent mental health service
CAT	Cognitive ability tests – tests that measure how the brain may be working
CoP	Code of practice (How SEN should be supported)
EHCP	Education Health Care Plan – to replace statements by April 2018
EP	Educational Psychologist
HI	Hearing Impaired
IEP	Individual Education Plan – a contract written between school, home and the child agreeing how to help and support the child's progress
LEA	Local Education Authority
MLD	A moderate learning difficulty – where a pupil does not have an SpLD but continues to struggle to learn to a moderate level of difficulty
PI	Physically Impaired
SALT	Speech and language therapy
SCLN	Speech, language and communication need
SEND	Special educational need and/or disability
SpLD	Specific learning difficulty, such as dyslexia, dyscalculia, dyspraxia
VI	Visually Impaired

### **What training and experience have staff had specifically relating to supporting children with SEN and/or disabilities?**

Within the school SEN training and qualifications are not limited to those in the learning support department. Some of the many qualifications held and used within the department are:

**Helen Quince (SENCo)** – BA (special hons) History with additional Economic and Social History. Postgraduate Certificate in Secondary Education (PGCE) and currently working towards the National Award for Special Educational Need Coordinator's (NASENCo).

**Nichola Dunbar (Assistant SENCo KS4)** – 12 years previously working in law/paralegal in contentious and non-contentious litigation – predominantly family law and child protection working with Guardian Ad Litem/Barristers. Experienced school Governor specialising in Safeguarding.

**Emma Harness (Assistant SENCo KS3)** – Currently completing a BA (Hons) degree in English Literature and Language.

**Leanne Wilkinson (KS4)** – Level 3 advanced Teaching Assistant

**Keeley Robinson (KS3)** – Level 3 advanced Teaching Assistant

**Svetlana Kerbey** – EAL Teaching Assistant.

**Emma Garner** – apprentice Teaching Assistant.