Special Educational Needs and Disabilities Policy – St. Columba Academy

PORTSMOUTH AND WINCHESTER DIOCESAN ACADEMIES TRUST
Special Educational Needs and Disabilities (SEND) Policy

Revision Record

<table>
<thead>
<tr>
<th>Revision No.</th>
<th>Date Issued</th>
<th>Prepared By</th>
<th>Approved</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>30th April 2015</td>
<td>AJ</td>
<td>ESC</td>
<td>New policy</td>
</tr>
<tr>
<td>2</td>
<td>April 2016</td>
<td>JHA</td>
<td>LGB</td>
<td>Reviewed localised policy for St Columba</td>
</tr>
<tr>
<td>3</td>
<td>June 2017</td>
<td>MMM</td>
<td>LGB</td>
<td>Reviewed localised policy for St Columba</td>
</tr>
<tr>
<td>4</td>
<td>Dec 2018</td>
<td>MMM</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities Code of Practice 0-25 (July 2014) 3.65 and has been written with reference to the following documents:

- Equality Act 2010: advice for academy DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014)
- School SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at academy with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards

This policy has been created by the Academies Officer for the PWDAT and should be reviewed locally in each academy by the Special Educational Needs and Disabilities Coordinator (SENCo), in liaison with the Special Educational Needs (SEN) Governor, Senior Leadership Team as well as staff and families of children with Special Educational Needs and Disabilities (SEND).

SENCo: Michelle Main-Miller

SEN Governor: Julie Wharton

Teacher with Responsibility for the Assessment and Resourced Provision:
Melanie Pynigar

Admissions

Our Governing body embraces the view that the admissions criteria should not discriminate against any child with SEND and have due regard for the practice advocated in the Code of Practice, in that,

"All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with special educational needs but without Education Health Care Plans must be treated as fairly as all other applications for admission." (Code of Practice 1:33)
1. **Aims and Objectives**

At St Columba C. of E. Primary Academy we aim to provide *every* child with access to a broad and balanced curriculum, which is inclusive. The Academy seeks to raise achievement, remove barriers to learning and increase physical and curricular access to all. All children with Special Educational Needs and Disabilities (SEND) are valued, respected and are equal members of the Academy. This policy details the way in which our academy will respond to meet these needs.

Our objectives with respect to supporting children with special education needs and disabilities (SEND) are:

- To ensure that all children are valued equally.
- To promote consistently high expectations and aspirations for children with SEND.
- To ensure that all children have access to a broad and balanced curriculum through identifying and overcoming barriers to learning.
- To ensure the rapid identification of all children requiring SEND provision as early as possible in their academy career.
- To ensure that children with SEND take a full part in all academy activities.
- To work with families to ensure the best outcomes for children; involving them at all stages of their child’s education, reporting on progress and supporting them to understand SEND procedures and practices.
- To build an academy environment that develops reflective learners, supporting children with SEND to reflect on their learning and contribute to decisions about their support.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.
- To work in partnership with other professionals and support services where appropriate, to support the need of individual children.
- To ensure that staff have access to training and advice to support quality teaching and learning for all children.
- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all children with SEND.
2. Definition and Identification

The Special Educational Needs and Disabilities Code of Practice (2014) provides the following definition of SEN:
A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.
A child of compulsory academy age or a young person has a learning difficulty or disability if they:
a) have a significantly greater difficulty in learning than the majority of others of 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 school or mainstream post-16 institutions.
A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

The fields in which children may experience SEN are broadly defined by four areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Behaviour is no longer identified as a category of need, as the focus should be on identifying the underlying cause of behaviours exhibited.

The purpose of identification is to ensure appropriate support can be identified and provided, not to fit children into categories. Our academy seeks to evaluate the needs of the child as a whole, which will include all aspects of the child, not simply the area of identified SEN. This is to ensure that all barriers to learning can be addressed and to provide the best chances of success and achievement for every child.

Many factors may impact on the progress and attainment of children, but not all factors will be considered SEN, these may include:

- 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 SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
• Being a Looked After Child
• Being a child of Serviceman/woman

3. A Graduated Approach to SEN Support

Assess – Plan – Do – Review

At every stage of support for children, we employ an assess, plan, do and review process. This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows. This may be the class teachers own assessment and adaptation of learning within the classroom environment, it may be in collaboration with the SENDCo and families as part of our response to children requiring SEN Support or external agencies. The cycle also enables the identification of those interventions, which are the most effective in supporting the child to achieve good progress and outcomes.

High Quality Teaching

First and foremost children’s needs are met by high quality teaching in all classes. Class teachers are responsible for the learning and progress of children within their class, including those accessing additional support and will continually review progress, attainment and provision to endeavour to meet each child’s needs and ensure access to the curriculum. In addition to this, pupil progress and provision meetings are held every term (and sometimes half termly), during which attainment and progress are reviewed with the class teacher, SENDCo and Principal.

Any children who are falling outside of the range of expected academic achievement in line with predicted performance indicators will be monitored and support instigated.

Class teachers are continually aware of children’s learning. If they observe that a child, as recommended by the 2014 Code of practice, is making less than expected progress towards achieving age related expectations, given their age and individual circumstances, they will seek to identify the cause.

Parents sometimes ask us to look more closely at their child’s learning. Frequently, the concern can be addressed by Quality First Teaching or some parental support.

Once concerns are identified, the SENDCo and her team will undertake a range of assessments with the children. The results will add to and inform teacher’s own understanding and assessments of a child. Then provision will be put in place to support the child. Although the Academy can identify special educational needs and make provision to meet those needs, we do not offer diagnoses. Parents are advised and supported to contact their GP if they think their child may have ASD, ADHD or some other disability.

Once a child has been identified as possibly having SEN, staff will closely monitor them in order to gauge their level of learning and possible difficulties.
The above steps will then determine the level of provision needed for the child going forward. This may mean that they are identified as requiring SEN support and will be added to the academy’s SEN register.

If a child has recently been removed from the SEN register they may also be closely observed and monitored to ensure continued progress, but would no longer be identified as requiring SEN Support.

Families will be informed of each stage of their child’s development and the circumstances under which they are being monitored. We also encourage families to share information and knowledge with the academy.

If families are concerned about their child’s attainment or progress they should discuss this with their child’s class teacher in the first instance.

**SEN Support**

If it is decided that a child’s needs cannot be fully met through high quality teaching and/or targeted intervention, then we will identify them as requiring SEN support. This will mean that the child is added to our SEN register and they will be receiving support that is additional to and/or different from that of their peers.

Our aim is for all children to be working independently in class able to reach their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by the Learning Support Assistant (LSA). Teachers aim to spend time each day working with all children with SEN, individually or as part of a group. In class it is the teacher’s responsibility to allocate the LSA in order to support learning.

When allocating one to one LSA support to children, our focus is on outcomes. We aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

**Application for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment process, which is usually requested by the academy, but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child, are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will usually be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer: https://fish.hants.gov.uk/web/children/familychannel=6-1-3

Annual review of an Education, Health and Care Plan

The academy will review each Education Health Care Plan annually and the SENCo will invite:
- The child’s parent or carer
- The relevant class teacher
- The Principal
- A representative of the LA
- Any other person the LA considers appropriate
- Any other person the SENCo considers appropriate

The aim of the review will be to:
- Assess the child’s progress in relation to targets outlined in the EHCP and IEP;
- Review the provision made for the child in the context of the National Curriculum and expected outcomes in basic literacy/numeracy and life skills;
- Consider the appropriateness of the existing EHCP in relation to the child’s performance during the year and whether or not to cease, continue or amend the existing plan;
- Set new targets for the coming year when the statement is to be maintained
- Consider placement setting if the child is approaching a transition point or anyone present considers that the current setting is no longer meeting the child’s needs.

4. Managing provision

The school has a range of interventions and support available which are listed and costed on a provision map. When considering an intervention, the SENCo will look at the child’s profile of learning in order that she can select the intervention which is best matched to the child.

The SENCo will ensure:
- Interventions run for agreed amount of measured time (sometimes they are modified or extended);
- There is a pre-intervention assessment and a post-intervention assessment so progress can be monitored;
- Targets set for the intervention are appropriate;
- Feedback on intervention is given to the teacher and class LSA - so progress can be built on in the classroom;
Decision on the next step i.e. continue intervention, change intervention or allow a period of consolidation in class. The SENDCo monitors interventions and support across the academy to identify “what works.”

Where it is appropriate, the academy will also draw on the support of external agencies and professionals to ensure the best provision can be made for children.

5. Pupil Progress
The progress and attainment of all children is monitored on a half termly basis and is reviewed by the Class Teacher, SENDCo and the Principal. In addition to this, the progress of children on the SEN register is monitored and reviewed regularly through ongoing review of intervention support provided. This is overseen by the SENDCo, but all those working with children will monitor and reflect on progress, this will include LSAs and Class Teachers.

Adequate progress is defined as that which:

- narrows the attainment gap between the child and their peers
- prevents the attainment gap increasing
- is equivalent to that of peers starting from the same baseline but less than the majority of peers
- equals or improves the child’s previous progress rate
- ensures full curricular access
- shows an improvement in self-help, social or personal skills
- shows improvements in the child’s behaviour.

6. Exit
Children will be removed from our SEN register when the academy and other agencies are satisfied that their progress and attainment is at a level which is considered appropriate to their age group. At this point children will be closely monitored to ensure that progress is maintained.

7. Supporting pupils and families
We firmly believe in developing a strong partnership with parents and believe that this enables children and young people with SEND to achieve their full potential. The academy recognises that parents play a key role in the process and that they have much to contribute as they have a unique overview of the child’s needs and the best way to support them.
Likewise, children will be encouraged to participate in the decision-making processes affecting them, depending on age and appropriateness. Support will be given to children to allow them to engage at an appropriate level in the process.

The academy will assist families in accessing support from external agencies where this may be appropriate and information relating to Hampshire’s local offer as well as direct contact information for some services is readily available to parents through the academy’s website or on request if internet access is not available.

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25 across education, health and social care. Information about the local offer for Hampshire is available on www.hantslocaloffer.info

Information about SEND Provision at St Columba and the Academy’s local offer is available at www.stcolumbaacademy.co.uk by clicking on the Hampshire Local Offer icon.

8. Supporting children at St Columba Academy with medical conditions
The academy recognises that children at the academy with medical conditions should be properly supported so that they have full access to education, including academy trips and physical education. Some children with medical conditions may be disabled and where this is the case the academy will comply with its duties under the Equality Act 2010.

Whilst a medical condition does not mean a child will automatically be placed on the SEN register, some may experience SEN. In these instances the child may already have an Education, Health and Care plan (EHCP) which brings together health and social care needs, as well as their special educational provision.

9. Monitoring and evaluating provision
The SENDCo monitors the movement of children within the SEN system in the academy and provides staff and governors with termly summary reports of the impact of current provision and policy. The SENDCo is involved in supporting teachers and in drawing up Individual Education Plans for children, detailing specific targets and provision.

The senior leadership team holds termly pupil progress meetings with class teachers, which focus on individual children and whole class matters relating to progress.

In addition the SENDCo and the named governor with responsibility for special needs also hold regular meetings to evaluate the impact of the SEN provision. The SEN Governor undertakes quality assurance activities to evaluate the provision such as pupil interviews, learning walks and work scrutiny activities.
10. Training and resources

Training needs are met through a number of different means. These include:

- Internal continuing professional development (CPD) sessions provided to staff to ensure appropriate information is disseminated;
- The SENDCo attends CPD sessions through external providers;
- We run an in house CPD programme for our LSAs, ensuring relevant training and information is provided;
- Staff have access to online training resources for their own personal CPD;
- Visits by staff to observe practice both within our setting and elsewhere;
- Opportunities are taken for relevant CPD to be provided by outside agencies.

We have a number of resources that staff can draw upon to assist in delivering support to children with SEN. Resources are continually reviewed and updated to reflect the current needs of the children within our setting.

11. Role and responsibilities

The role of SENDCo

The SENDCO plays a crucial role in the SEND provision of the academy; this involves working in collaboration with the Principal and Governing Body to determine the strategic development of the SEND policy. Other responsibilities include:

- Overseeing the day-to-day operation of the SEND policy
- Coordinating the provision for children with SEND
- Liaising and giving advice to all staff working with children in the academy
- Managing the interventions the team of LSA’s are delivering and evaluating the impact on children
- Overseeing records of children with SEND
- Liaising with parents of children with SEND
- Making a contribution to INSET
- Maintaining a provision map for children with SEND
- Liaising with external agencies, LA support services, health, social services and voluntary bodies.
- Producing relevant paperwork e.g. for EHCP Assessment
- Producing the annual SEN Information Report
- Monitor the quality of SEND provision
- Track children’s progress
- Signposting parents to agencies or voluntary organisations
- Reporting to Governors termly
The role of the Governing Body

The Governing Body has an important responsibility with regards to children with SEND, these include:

- Ensuring that the provision for SEND children is made, regularly reviewed and that this is of a high standard;
- Ensuring that all staff involved with teaching children with a EHCP are fully informed of the plan;
- Ensuring that SEND children are fully involved in academy activities;
- Having a regard to the Code of Practice when carrying out responsibilities for children with SEND;
- Being fully involved in developing and the subsequent review of the SEND policy;
- Annually ratifying the SEN Information Report;
- Informing parents on the academy's SEND Policy by publication of this policy and the SEN Information Report, on an annual basis, on the academy website.

The role of the Principal

The Principal’s responsibilities include:

- The day-to-day management of all aspects of the work of the academy, the SEND provision included;
- Keeping the governing body well informed of SEND within the academy, in conjunction with the SENDCo;
- Working closely with the SEND team;
- Informing parents of the fact that SEND provision has been made for their child, via the SENDCo;
- Ensuring that the academy has clear and flexible strategies for working with parents, ones that encourage parental involvement in their child's education.

The role of the Class Teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher with regards to Special Needs. The teacher's responsibilities include:
o Being aware of the academy's procedures for the identification, assessment and subsequent provision for SEND children;
o Collaborating with the SENDCo to decide what action is required to assist the SEND children to progress;
o Working with the SENDCo to collect all available information on SEND children;
o In collaboration with the SENDCo develop IEPs for SEND children.
o Working with SEND children on a daily basis, delivering the individual programme as set out in IEP
o Developing positive and constructive relationships with parents.

The role of the Learning Support Assistant
The LSAs work under the direction of the SENDCo:

 providing support for children with SEN across the academy;
 liaising with the class teachers;
 delivering SEN programmes;
 maintaining records of the children they work with;
 contributing to and attending reviews and meetings as requested;
 undertaking relevant CPD and training.

12. Storing and managing information
All information is managed and stored in compliance with The Data Protection Act 2018. Please see the PWDAT Data Protection Policy for more detailed information.

All Provision Maps, Individual Education Plans, Education Health Care Plans of SEN, EHCPs and other information in relation to the SEND of the children are kept in the SENDCo’s office. Information stored electronically is on the academy’s secure server. Relevant information is copied and given to the class teacher, support staff and parents.

Any Child Protection, Child In Need or other Social Care paperwork will be kept in a locked fireproof cupboard in the Vice Principal’s office.

All copies of paperwork will be kept for the number of years specified in the regulations and will remain confidential.

13. Reviewing the policy
This policy will be reviewed annually. However, interim reviews may be carried out should it be considered necessary in light of any relevant information, including changes in DfE statute and/or guidance.

14. Accessibility Adaptations to the Curriculum and Learning Environment
If any child has physical disabilities which make using areas of the Academy very difficult or impossible, then every effort will be made to modify the building or rearrange the learning areas so that access is possible. An Action Plan within the
Disability Equality Scheme and linked Accessibility Plan has been agreed for this purpose.

This will be in line with the requirements of the Disability Discrimination Act of 2005, which states: ‘

‘A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.’

St Columba is on two levels, corridors are wide and we have easy access to the toilet for people with disabilities and the outside area as the ground floor is level. All the main teaching areas are on the ground level i.e. hall, library, cookery room, music room etc. We are able to make arrangements so children with physical disabilities can attend our school i.e. move years that are taught upstairs to the ground floor classrooms.

Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

All our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, ASD, ADHD. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of typical class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Class trips and other curriculum experiences i.e. sporting events, are part of our curriculum and we aim for all the children to benefit from them. No child is excluded from a trip/experience because of their SEN, disability or medical needs.

**Access to extra-curricular activities**

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children.

Further information on accessibility can be obtained through the academy’s Accessibility Policy and Plan which can be found on: [www.stcolumbaacademy.co.uk](http://www.stcolumbaacademy.co.uk) under policies.

**Allocation of Resources**

The DFE provides the Academy with a budget towards meeting the needs of children with SEN. In addition the Academy plans and provides for children with SEN from their main budget. An additional budget is allocated for specialist resources to be bought. In some cases the Academy receives additional funding from the Local Authority for children with Education Health Care Plans.
Transition Arrangements

Transition into and within St Columba
We do understand how difficult it is for children and parents as they move to a new school or into a new class. At St Columba, we will do everything we can to ensure a smooth transition in order to ensure that individual needs are met. This may include:

- A transition plan - so everyone is clear on the process;
- Additional meetings for parents and the child with the new teacher;
- Additional visits to the classroom environment in order to identify where the toilets are, where I put my coat, have dinner etc.;
- A social story on moving schools, or classes.

Transition to Secondary
Transition begins in January and transition meetings are held regularly with the main receiving schools. Where transition plans are needed to support children with SEND, these are agreed in the summer term prior to transition with all interested parties contributing to the plan. The secondary school SENDCo is invited to all annual reviews in Year 5 and 6. As above, additional transition arrangements can be made in order to support children if needed.

St Columba C. of E. Primary Academy Assessment and Resourced Provision, (to be read in conjunction with Assessment Resourced Provision Admissions Policy)

The A.R.P is part of the St Columba C. of E. Primary Academy community and is maintained by Hampshire Local Authority.

The A.R.P is for 4 – 7 year olds (Nursery/Year R/Year 1 and Year 2) offering assessment and individually tailored educational programmes for children with special educational needs.

An aim of the Resourced Provision is to integrate children into the mainstream classes within the Academy wherever possible. The extent of integration will vary according to individual needs. Close links will be maintained with the mainstream classes within the Academy.

Wherever possible the children will have the opportunity to participate in Academy celebrations and activities, and everyday Academy life.

The Principal, SENDCO, Teacher in Charge of the A.R.P. and teaching staff will liaise accordingly.

15. Bullying
The academy does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place in our academy, we act immediately to stop any further occurrences of such behaviour.

Please refer to our academy Anti-bullying policy for further information: www.stcolumbaacademy.co.uk under policies.

16. Complaints
If you have concerns about your child, you should speak to the class teacher in the first instance. If you are not happy that the concerns are being managed, and that your child is still not making progress, you should speak to the SENDCo, or the Principal. If you are still not happy, you can speak to the Academy SEND Governor or follow the Academy’s Complaints Procedure which can be found on the Academy website - www.stcolumbaacademy.co.uk under policies.

The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements and these can be explained to parents if required.