



Special Educational Needs Policy

November 2017

Signature:

A handwritten signature in blue ink that reads 'Heather Strawbridge'. The signature is written in a cursive style with a long, sweeping underline.

Chair of Governors

To be reviewed May 2018

Policy for Special Educational Needs

This policy accepts the definition of SEN as set out in the Revised Code of Practice 1:3

1. Aims and Objectives

- 1.1 The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any student who has special educational needs and ensure that, where the headteacher or the SENCo has been informed that a student has special educational needs, those needs will be made known to all who are likely to teach them.
- 1.2. The staff and governors in the academy are aware of the importance of identifying and providing for those students who have special educational needs.
- 1.3. SENCo will draw up and report annually to parents on the policy and effectiveness of the academy's work for students with special educational needs, reviewed by Headteacher, staff and Governors.
- 1.4. The staff will ensure that students with special educational needs join in the activities of the academy together with students who do not have special educational needs, so far as that is reasonably practical and compatible with the student receiving the necessary special educational provision, the efficient education of other children in the academy and the efficient use of resources

1.5 Definition of SEN:

A student 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. CoP 2014.

2.0 Responsible Persons

The 'responsible person' for SEN is Mr David Adfield.

The headteacher 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

- 2.1 The person co-ordinating the day to day provision of education for students with special educational needs is the SENCO.
(ref Code 5.3.2 Primary)

The SENCo will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the academy
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the academy's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential previous and next providers of education to ensure students and their parents are informed about options and a smooth transition is planned.
- Work with the head teacher and governing board to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the academy keeps the records of all students with SEN up to date.

The SEN governor is Mrs Heather Strawbridge OBE

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 academy and update the governing board on this
- Work with the head teacher and SENCO to determine the strategic development of the SEN policy and provision in the academy

Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- 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
- Working with the SENCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

3.0 Admission and Inclusion

- 3.1 All the teachers in the academy are teachers of children with Special Educational Needs. As such Hamp Academy adopts a 'whole academy approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the academy are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.

The academy operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with statements of special educational needs, Education and Health Care Plans and those others with less significant problems.

Specialist Provision

All staff are responsible for meeting the needs of students with a specific learning difficulty and have an understanding of implications this has on subjects they teach. Staff use multi-sensory techniques to facilitate learning. Students access the curriculum through differentiated tasks, outcomes and resources.

Hamp Academy provides an intervention 'Hub'. Students benefit from being taught Literacy and Numeracy in a small group environment. Students may attend for a term, or a whole year. The aim is to provide a stimulating environment for students who need a little extra support for literacy, numeracy and sometimes social skills.

Learning support assistants have been trained in 'Individualised Literacy Intervention'. Other interventions include 'Talking Partners', THRIVE sessions, social skills/emotional literacy provision, speech and language and occupational therapy support.

4.0 Access to the Curriculum

- 4.1 The National Curriculum will be made available for all students. Where students have special educational needs, a graduated response will be adopted. The academy will, in other than exceptional cases, make full use of classroom and academy resources before drawing on external support.
- 4.2 The academy will make provision for students with special educational needs to match the nature of their individual needs and the class teacher and SENCo will keep regular records of the students' special educational needs, the action taken and the outcomes.
- 4.3 There will be flexible grouping of students so that learning needs may be met in individual, small group or whole class contexts.
- 4.4 The curriculum will be differentiated to meet the needs of individual students. Teaching styles and flexible groups will reflect this approach.

- 4.5 Schemes of work for students, within classes and year groups, will reflect whole academy approaches to teaching and learning and will take account of special educational needs.
- 4.6 Curriculum tasks and activities may be broken down into a series of small and achievable steps for students who have marked learning difficulties.
- 4.7 Playtime is particularly stressful for students who have not yet developed good social skills. Alternative supervised play in the Hub is available for these students, where they are encouraged to play games co-operatively. The Hub also provides a space where some children can eat their lunch, talk and play in a separate room.

5.0 Providing the graduated response at SEN Support

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

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

- The teacher's assessment and experience of the student
- 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 student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student 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 student's progress.

The academy offers a differentiated curriculum for students who fail to make progress and show signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent behaviour, emotional and social difficulties; has sensory or physical problems; or communication or interaction difficulties, the academy will place the student at SEN support. This means that support that is additional to and different from the differentiated curriculum will be provided through a student passport in a range of ways including:

- Classroom organisation and management
- In-class support by teacher/teacher assistant
- Withdrawal for individual/small group work
- Home/academy reading schemes
- Behaviour modification programmes
- Use of specialist equipment
- Alternative teaching strategies

Parents will be informed and students will be involved in decisions taken at this stage. (See also 9, 10 and 11)

If a student does not make progress despite the academy taking the action outlined, advice will be sought from the appropriate support services referred to in Section 7.

6.0 Identification and Assessment – a graduated response

Hamp Academy follows the graduated approach as outlined in the Code of Practice. This is a four part cycle; students are assessed, plans put in place which are carried out and then reviewed at an agreed date. This is the Assess, Plan, Do, Review process.

- 6.1 If progress is still not achieved despite “SEN support”, the child may be assessed with a view to initiating a statutory assessment of special educational needs. The appropriate forms will be used for recording and referral as necessary.
- 6.2 Identification of children with special educational needs will be undertaken by all staff through the SENCo and the appropriate records and forms will be maintained. Records will be developed through a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement administered by the class teacher or the special educational needs teacher together with end of Key Stage attainment tests. Assessments allow the student to show what they know, understand and can do, as well as to identify any learning difficulties. Where necessary, students will be referred to the SENCo for diagnostic testing to construct a profile of the child’s strengths and weaknesses.
- 6.3 The progress of children with special educational needs will be reviewed through formative and summative assessments as outlined in the Code of Practice. Reviews will be held termly. In addition, regular meetings take place between class teacher, SENCo, SEMH assistant or LSA as appropriate and records kept to inform the assess, plan, do review process.

Additionally, the progress of children with a Statement of Special Educational Needs or an Education Health and Care Plan, will be reviewed annually, as required by legislation.

- 6.4 Detailed records will be kept of the students receiving extra teaching support. These will include:

The regular administration of informal reading inventories designed to provide a profile of reading achievement, phonic check-lists, detailed records of work and the results of standardised and diagnostic tests. A summary of these will be passed on to any receiving school/academy.

7.0 Liaison

Parents will always be informed when an external agency becomes involved with their child and their permission sought. (See also 10)

7.1 Regular liaison is maintained with the following external agencies for students at SEN support, students with Statements of Special Educational Needs or an Education and Health Care Plan:

- Alternative Education Provision (ie Student Referral Units)
- Autistic Spectrum Team
- Behaviour Support Service (BSS)
- Child Adolescent Mental Health Service
- Children in Care Education Service
- Parent Partnership
- Education Welfare Service
- Educational Psychology Service
- Health Service
- SEN Support Services
- Social Work
- The Hearing Support Service
- The Vision Support Service

8.0 Arrangements for the Treatment of Complaints:

The procedure for managing complaints is:

Any parent with a complaint about special educational provision within the academy would be encouraged to discuss this with the SENCO, Head Teacher or Parent Family and Academy's Advisor (PFSA) in the first instance. If matters cannot be resolved, then parents will be put in touch with the County's Parent Partnership service for further advice.

9.0 Staff Development

In-service training needs related to special educational needs will be identified by the headteacher in consultation with the staff and will be incorporated into the staff development plan supported by SEN Standards Fund.

10.0 Working with Parents

- 10.1 The academy will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with students who have special educational needs that they receive support and encouragement from parents - a crucial factor in achieving success.
- 10.2 Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the academy will be consistently maintained.
- 10.3 As mentioned in '7' above, parents will be fully consulted before the involvement of support agencies with their children, and will be invited to attend any formal review meetings at all stages

11.0 Student Participation

The academy will work to ensure that students are fully aware of their individual needs and the targets in their Individual Education Plans. Steps will be taken to involve students in decisions which are taken regarding their education.

12.0 Evaluating Success

12.1 This academy policy will be kept under review. The governors will gauge the success of the policy by the achievements of the previously agreed targets outlined in the students' 'personal passport' progress reviews and or Annual Reviews. In addition, evidence will be gathered regarding:

- Staff awareness of individual student need
- Success of the identification process at an early stage
- Academic progress of students with special educational needs
- Improved behaviour of the children, where this is appropriate
- The number of children participating in home/academy reading schemes
- Student attendance
- Number of exclusions
- Number of children supported by the funding allocation for non-statemented special educational needs
- Consultation with parents
- Students' awareness of their targets and achievements
- The academy meets the statutory requirements of the SEN Code of Practice 2014.

Additional 'Top Up' Band funding

Currently, for students with a Statement or EHCP and/or whose needs are recognised as above the nationally prescribed threshold (currently £6000), an application for external funding is put forward through the new Banding allocation (November 2017). However, from April 2018, funding will only be allocated with a new Education Health Care Plan. The Academy will therefore ensure all students whose needs are assessed above the threshold of SEN Support will have a Banding application put forward, to access external funding to meet their SEN needs.

Other policies

This policy should be read in conjunction with other academy policies on Inclusion, Disability, Behaviour, Alternative Play, Equal Opportunities, as well as the academy's Accessibility Plan and Academy offer.

This Policy was developed with the SEN Governor.