



## **THREE LANE ENDS ACADEMY**

### **SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY -**

**November 2014**

**Reviewed September 2015**

**Updated September 2016**

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**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**
- **SEND Code of Practice 0-25 (July 2014)**
- **SEN Information Report Regulations**
- **Statutory Guidance on supporting pupils at school with medical conditions (April 2014)**
- **The National Curriculum in England Key Stage 1 & 2 Framework Document (September 2014)**
- **Safeguarding Policy**
- **Accessibility Plan**
- **Teacher Standards 2012**

**Created by SENCO in liaison with SEN Governor, SLT, Staff and Parents of Pupils with SEND**



## **AIMS OF THE POLICY**

To allow all children the greatest possible access to a broad and balanced education appropriate to their particular needs.

To provide support for children with SEN to enable them to reach their full potential. 'The purpose of education for all children is the same; the goals are the same.'  
(Warnock Report: SEN)

To raise the self-esteem and confidence of SEN pupils through achieving success and positive reinforcement.

To work in partnership with parents, other agencies and the pupil to develop the Optimum provision.

To recognise a continuum of needs and to provide a continuum of provision, which may be in a wide variety of forms.

For children with SEN to achieve a minimum level of literacy and numeracy by the end of Key Stage 2, thereby developing 'academic skills' commensurate with their ability.

To develop social/life skills through inclusion into the full life of the school.

To identify and assess Special Educational Needs as early as possible and take appropriate action to support the child's difficulties.

To treat each child as an individual who is encouraged to develop fully in all areas of the curriculum.

To adopt a unified, co-ordinated approach to SEN which incorporates the skills of all members of staff and maximises expertise.

To ensure pupils opinions are taken into account in any matters affecting their education.

## **OBJECTIVES**

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice 2014.
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy.



## **OBJECTIVES (CONTINUED)**

5. To provide support and advice for all staff working with special educational needs pupils.

## **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

The needs of pupils are identified by considering the needs of the whole child which will include not just the special educational needs of the child.

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

- **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

- **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical difficulty or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.



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## **IDENTIFYING SPECIAL EDUCATIONAL NEEDS (CONTINUED)**

- **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

School will also consider what is NOT SEN but may impact on progress and attainment:

- Disability (the Code of Practice outlines the “reasonable Adjustment” duty for schools provided under current Disability Equality legislation – these alone do not constitute SEN).
- Attendance and punctuality.
- Health and welfare.
- EAL.
- Being in receipt of Pupil Premium.
- Being a looked after child.
- Being a child of serviceman/woman.

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.



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## **IDENTIFYING SPECIAL EDUCATIONAL NEEDS (CONTINUED)**

The support provided to an individual should be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment and software.

## **A GRADUATED APPROACH TO SEN SUPPORT**

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs. The school's system includes reference to information provided by:

- Baseline assessment results.
- National Curriculum descriptors.
- Progress measured against the P level descriptors or EYFSP documentation.
- Standardised screening or assessment tools.
- Classroom observation and marking of work.
- Quality First teaching.
- Personalised teaching.

The system seeks to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

Teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. School will regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.



## **A GRADUATED APPROACH TO SEN SUPPORT (CONTINUED)**

In deciding whether to make special educational provision, the teacher and SENCO would consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, school has arrangements in place to draw on more specialised assessments from external agencies and professionals.

This information gathering will include an early discussion with the pupil and their parents. These early discussions with parents will be structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. A record of these discussions will be kept and a copy given to the parents.

Consideration of whether special educational provision is required will start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This should then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

Where a pupil is identified as having SEN, school will take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of 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. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

### **Assess**

In identifying a child as needing SEN support, the teacher, working with the SENCO and parents will have carried out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond school. Where professionals are not already working with school, the SENCO should contact them, with the parents' agreement.



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## **A GRADUATED APPROACH TO SEN SUPPORT (CONTINUED)**

### **Plan**

Where it is decided to provide SEN support, and having notified the parents, the teacher and the SENCO will agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child. The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs will be identified and met.

Parents should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

### **Do**

The child's teacher will remain responsible for working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO should support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

### **Review**

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the teacher and the SENCO working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents should have clear information about the impact of the support provided and be involved in planning the next steps.

This cycle of action should be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage, parents should be engaged with school, contributing their insights to assessments and planning. Intended outcomes should be shared with parents and reviewed with them, along with action taken by school, at agreed times.

## **MANAGING PUPILS NEEDS ON THE SEN REGISTER**

Where a pupil is receiving SEN support, the class teacher will meet with parents, at least termly, to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school.



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## **MANAGING PUPILS NEEDS ON THE SEN REGISTER (CONTINUED)**

A record of the outcomes, action and support agreed through the discussion will be kept and shared with all the appropriate staff members. A copy of this record will be given to the child's parents.

### **Involving specialists**

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies.

We may involve specialists at any point to advise us on early identification of SEN and effective support and interventions. School will always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff. The pupil's parents should always be involved in any decision to involve specialists.

The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

Where assessment indicates that support from specialist services is required it is important that children and young people receive it as quickly as possible.

School will work closely with the local authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. This might include school commissioning specialist services directly. Such specialist services included, but are not limited to:

- Educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers or support services, including specialist teachers with a mandatory qualification for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability. (Those teaching classes of children with sensory impairment **must** hold an appropriate qualification approved by the Secretary of State. Teachers working in an advisory role to support such pupils should also hold the appropriate teaching qualification).
- Therapists (including speech and language therapists, occupational therapists and physiotherapists).



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## **MANAGING PUPILS NEEDS ON THE SEN REGISTER (CONTINUED)**

The SENCO and class teacher, together with the specialists, and involving the pupil's parents, should consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They should agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

### **Requesting an Education, Health and Care needs assessment**

SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meeting the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. To inform its decision the Local Authority will expect to see evidence of the action taken as part of SEN support.

## **CRITERIA FOR EXITING THE SEN REGISTER**

If a child makes progress so that:

- They match or better their previous rate of progress.
- The attainment gap between the child and their peer closes
- They no longer need provision that is additional to or different from their peers.

They will be removed from the SEN register. Their needs will be met by quality first teaching and personalised teaching.

## **SUPPORTING PUPILS AND FAMILIES**

LA Local Offer	<a href="http://www.wakefield.gov.uk/sendlocaloffer">www.wakefield.gov.uk/sendlocaloffer</a>
SEN information report	available on the school website
Admission arrangements	in line with the LA, available on the school website
Managing the medical Conditions of pupils	Policy available on the school website
Parent Partnership Service	0800 587 8042 0777 168 5867 <a href="mailto:gcooper@wakefield.gov.uk">gcooper@wakefield.gov.uk</a>
SENCO	Mrs Westfeld, Mrs Townsend Tel: 01977524483



## **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

The school 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.

Some may also have SEN and may have a Statement of Education, Health and Care Plan which brings together health and social care needs, as well as their special education provision and the SEND Code of Practice (2014) is followed.

The Managing the Medical Conditions of Pupils is available on the school website.

## **MONITORING AND EVALUATION OF SEND**

The quality of provision offered to all pupils is regularly and carefully monitored throughout the academic year. Pupil progress data is analysed termly. End of year data is presented to Governors and also to the School Improvement Partner during the twice yearly monitoring and evaluation meetings.

## **TRAINING AND RESOURCES**

The SENCO attends termly pyramid meetings to update and revise developments in Special Educational Needs and Inclusion.

All staff have access to professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified either at an individual pupil or whole class level.

In-house additional needs and inclusion training is provided through staff meetings.

## **ROLES AND RESPONSIBILITIES**

The SENCO has day-to-day responsibility for the operation of SEN Policy and Co-ordination of specific provision made to support individual pupils with SEN Policy and Co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC Plans.

The SEN Governor has an oversight of SEN in school.

All staff have responsibility for meeting the needs of SEND children within school.



## **REVIEWING THE POLICY**

The SEND policy will be reviewed annually.

KG/jrhi  
05.11.14