

Special Educational Needs and Disability Policy

Three Lane Ends Academy



Approved by: *Governors*

Date: July 2018

Last reviewed on:

**Next review due
by:** July 2019

Introduction

At Three Lane Ends Academy we are committed to the academic and personal development of all pupils regardless of ability. We aim to provide all children, including those with Special Educational Needs and Disabilities (SEND), with a broad and balanced academic and social curriculum.

Three Lane Ends Academy adopts a whole school approach to Special Educational Needs and Disabilities. All staff work together to ensure the inclusion of all pupils and are committed to ensuring pupils with SEND achieve their full potential.

Aims

To ensure full entitlement and access for SEN pupils to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem.

To identify and assess pupils with SEN as early and thoroughly as is possible and necessary and to fully involve pupils, parents and staff in the identification, assessment and delivery of SEN.

To meet the needs of all pupils who have SEN by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.

To ensure that all children are valued equally, regardless of their abilities and behaviours.

To provide a differentiated curriculum appropriate to the individual's needs and ability.

Ensure that SEND pupils take a full part in all school activities.

Ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment.

Objectives

This SEND policy reflects the principles of the 0-25 SEND Code of Practice (2014). The objectives of the Special Educational Needs policy are to:

Ensure the Equality Act 2010 duties for pupils with disabilities are met

To enable pupils with Special Educational Needs to have their needs met

To take into account the views of pupils with Special Educational Needs

To encourage good communication and partnerships with parents/carers of pupils with Special Educational Needs

To facilitate full access to a broad, balanced and relevant curriculum, including an appropriate curriculum for the Foundation Stage and National Curriculum, for pupils with Special Educational Needs

To make arrangements to support students with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions

To implement a graduated approach to meet the needs of pupils using the Assess, Plan, Do, Review process

Develop a culture of inclusion valuing high quality teaching for all pupils, with teachers using a range of strategies and effective differentiation strategies

Set appropriate individual learning outcomes based on prior attainment, high aspirations and in collaboration with the pupil and their family

Provide ongoing training for all staff working with children SEND

Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

Identifying and supporting Special Educational Needs and Disabilities

Some children start school with a recognised learning difficulty or special educational need, some children are identified by the class teacher when it becomes clear that the pupils are not making progress and their attainment is significantly outside the expected range for their year group.

To assist in the identification and assessment of special educational needs the school uses the following:

- Half termly and formative assessments
- Available records - academic or medical from other agencies or institutions
- Concerns expressed by teachers, parents, pupils or other agencies

Definition of SEND

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. This provision will be **is additional to** or **different from** that normally available in a differentiated curriculum. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

a) has a significantly greater difficulty in learning than the majority of others of the same age, or

b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

c) A child under compulsory 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 (section 20 Children and Families Act 2014)

All staff will have regard for the SEND Code of Practice when carrying out their duties towards pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their children.

There may be times in a pupil's school career when they are identified as having a Special Educational Need. The pupils will be provided with intervention and/or support that 'additional to or different from' the normal differentiated curriculum. This may be ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

Areas of Special Educational Need

Under the SEND Code of Practice 2014 pupils identified as having a Special Educational Need (SEN) will be considered within one or more of the following categories of need:

Cognition and learning

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 disability 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.

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. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

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. Children and young people with Autism Spectrum Disorder, including Asperger's Syndrome and Autism, will likely have particular difficulties with social interaction.

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. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. 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.

English as an additional language

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from language in which they will be taught.

A Graduated Response to SEND

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

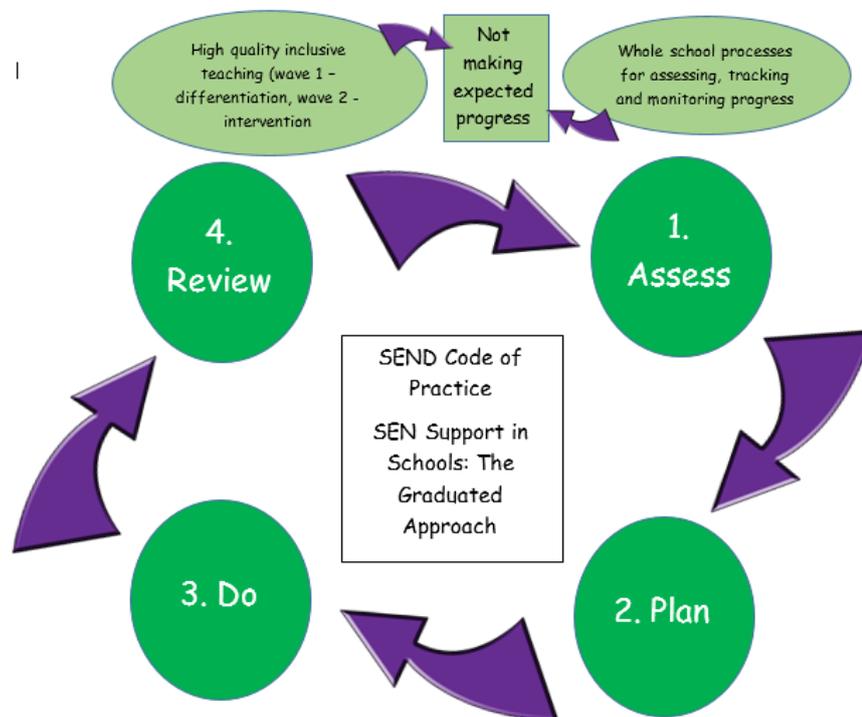
When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support

that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Assess, Plan, Do and Review

Where a pupil is identified as having SEN, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This SEND support will 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.

For pupils with low level Special Educational Needs the cycle of Assess, Plan, Do and Review will fit into the regular termly assessment and planning cycle for all students.



Assess

In identifying a pupil as needing SEN support the class teacher, working with the SENCO should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.

The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services. The school and parents/carers will

meet, where appropriate, with other agencies including those from Health and Social Care.

This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan

Parents/carers, with their child, will meet with the SENCO and the teacher/professionals that may have been involved to decide on the interventions and support to be put in place as well as the expected impact on progress and development. A review date should also be set so that the effectiveness of the intervention can be determined.

The Supporting Me to Learn Plan (SML) will clearly identify the area of need, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the plan will be reviewed. The Plan and provision will be recorded on SIMS and provision maps.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.

The SML plan will be in collaboration with the child and parents/carers to reinforce learning at home.

Where appropriate, the SML plan will detail the support from external agencies and how they will contribute to the desired outcomes.

If it is agreed that a pupil requires SEN support, all parties will meet to develop the SML plan detailing the support which will bring about the next part of the cycle.

Do

The class teacher will remain responsible for working with the pupil on a daily basis and will work closely with any Learning Support Assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked and embedded into classroom teaching.

The SENCO will support the class teacher in the further assessment of the pupils' needs, in problem solving, providing additional learning materials, resources or specialist equipment and advising on the effective implementation of support.

The class teacher is responsible for the daily implementation of the SML plan and will contribute to the -

Review

There will be a review of the SML plan on the date agreed. This review will evaluate the impact and quality of the support and interventions and will include the views of the pupil and their parents/carers.

Parents/carers will be given information regarding the impact of the support and the interventions provided enabling them to be involved with planning the next steps.

Where appropriate external agencies will be asked to contribute to the review.

The review will feedback into the analysis of the pupil's needs, then the class teacher working with the SENCO, will revise the support in light of the pupils' progress and development, with any changes made in consultation with the parent and the pupil.

Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from specialist external agencies. The school will consult with parents/carers and gain consent before involving external agency support.

If progress is still not achieved despite 'SEN support level Plus', the child may be assessed bearing in mind the LA guidance with a view to initiating a 'My Support Plan' which could then lead to an Education, Health Care Plan being issued by the Special Educational Needs Assessment and Review Team (SENART)

Exit Criteria

When a pupil has made sufficient progress in their area of need and that they no longer require any provision that is different from or additional to which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with all parties the pupil will be removed from schools SEND register.

School request for Statutory Assessment - Education, Health and Care Plan - EHCP

Where, despite the school having taken purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of a pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review and evaluation of interventions will help the Local Authority (LA) determine when this statutory assessment of needs is required.

We will provide evidence as required detailing:

- Supporting Me to Learn Plans (SML)
- Records of regular reviews and their outcomes
- National Curriculum level attainments and teacher reports

- Any other assessment data
- Written reports from specialist support and external agencies
- Views of the pupil and the parents
- Any known involvement by the social services or education welfare service

Following statutory assessment, the LA may issue a statement of the pupil's Special Educational Needs.

Annual Review of an Education, Health Care Plan (EHCP)

Where a pupil has an Education, Health and Care Plan (EHCP), the local authority must review the plan every twelve months. The reviews will be held at the school and invitations sent 6 weeks prior to these meetings to all parties involved in supporting the pupil. The review will consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the EHC.

Supporting Me to Learn Plans (SML)

The SML plans are structured documents used to plan interventions for pupils identified as

- SEN Support
- SEN Support Plus
- Pupils with Education Health Care Plans

The SML plans focus on up to four key individual targets and include information about:

- Short term SMART targets set by the teacher and pupil
- Pupil, parent and teacher views
- Attendance
- Attainment
- Provision and support in place
- Teaching strategies
- Outcomes (once the plan is reviewed)

SML plans will be reviewed termly.

SEND Identification Flowchart at Three Lane Ends Academy

Child/Young Person is identified as having additional needs
(Teacher, Teaching Assistant, Parent, SENCO)

- If identified by teacher or teaching assistant a referral form needs to be completed

Child/teacher discussions with SENCO to be recorded
(Observations in class to be made)

Depending on needs highlighted during child/teacher discussions and class observations various questionnaires need to be completed.

Area of needs identified/highlighted and actions to be agreed - recorded on Supporting Me to Learn Plan

Suggested support, strategies and interventions to be implemented based on assessments within a given time period. Any targeted interventions to be recorded on the intervention log

Follow up discussions/review of impact of support, strategies and interventions implemented

Are there any improvements? Has the support, strategy or intervention been effective?

No

Yes

Possible Strategies:

- Further discussion with the SENCO
- Supporting Me to Learn Plan (SML)
- Support services requested: **LSS** (Learning Support Service), **CIAT** (Communication Interaction Access Team), **EP**(Educational Psychologist), **SEMH** (Social Emotional Mental Health team, **OT**(Occupational Therapist), **SaLT** (Speech and Language Therapy), **CAHMS** (Child Adolescent and Mental Health Service)
- Advice and guidance from external agencies
- Start to gather evidence in support of a My Support Plan (MSP)

Monitor progress and review:

- Day to day assessment for learning (class teacher)
- Assessment weeks
- Pupil progress meetings
- Intervention impact evaluations
- Parents evenings
- Pupil voice

Yes

Are there any improvements? Has the support, strategy or intervention been effective?

No

Need for co-ordinated support - all parties involved with the child to contribute to the My Support Plan - monitor and review of the plan will take place several times - if there is still no progress or progress is limited then through a co-ordinated approach the My Support Plan can be reviewed and submitted to SENART to decide whether and Educational Health Care Plan (EHCP) is appropriate.

Roles and Responsibilities

Role of the Headteacher

The headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with special educational needs. The headteacher will work closely with the SENCO and the Governor with responsibility for SEND.

Role of the SENCO

The SENCO is Miss K Hale, khale@tleacademy.co.uk.

They will:

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

The SEN Governor

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. Jacqueline Speight is the current Governor with responsibility for SEND.

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 school and update the governing board on this

- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school
- Ensure all of the governors are aware of the school's SEN provision including the deployment of funding, equipment and personnel.

All Teaching and Non-Teaching Staff

All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.

Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and developing their understanding of strategies to identify and support pupils with special educational needs.

Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' needs in order to remove barriers to learning. This process includes working with the SENCO to carry out analysis of the pupil's needs, drawing on the teacher's assessment and knowledge of the pupil as well as previous progress and attainment.

All classroom teacher should adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. (Teachers' Standards, 2011)

Teaching Assistants (TAs) will liaise with the class teacher and SENCO on planning, pupil response and progress to contribute effectively to the graduated response, (assess, plan, do, review). Teaching Assistants are expected to demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities. (Professional standards for teaching assistants, 2011)

The SEND Register

The school maintains a SEND register which contains details of pupils identified as having a special educational need; SEN Support, SEN Support Plus and Statement/EHCP. This register is confidential and continually revised and updated.

Admission Arrangements

Following LA and our agreed admission and equal opportunities policies, a child will be offered a place within Three Lane Ends Academy, if it is available.

It is important when registering a child, that the parent/carer fills in the information sheet/medical information honestly and informs the school of any previously identified special needs.

Support Services

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.

We have access and benefit from a wide range of support services through the Local Authority and whom we aim to work in partnership with:

- Educational Psychology Service (EPS)
- Communication, Interaction Access Team (CIAT)
- Social, Emotional, Mental Health Team (SEMH)
- Learning Support Service (LSS)
- Portage
- Social Services
- Speech therapists
- Local nurseries
- CAMHS (Child, Adolescent Mental Health Service)
- Police service
- School nursing team
- Occupational Therapists

- Hearing impairment team

Training and Resources

Allocation of resources

- Resources are allocated to support pupils with identified needs.
- Each year we map our provision to show how allocate resources to each year group; this is reviewed regularly and can change during the academic year in response to the changing needs within school.
- This support may take the form of differentiated work in class, support from a Learning Support Assistant in focused intervention groups, or for individuals.
- Specialist equipment, books or other resources that may help the pupils are purchased as required.

Continuing Professional Development (CPD) for Special Educational Needs

All staff engage in regular training sessions when Quality First Teaching is addressed.

Suitable Continuous Professional Development (CPD) will be provided by both experts within school and external trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions or to train staff in the use of specific interventions in order to meet the requirements to continually review the needs of all pupils on roll.

Partnership with Parents/Carers

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in partnership with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified and met as early as possible.

Parents will 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 school will be consistently maintained. 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.

Parents/carers of a child with SEND support will have the opportunity to meet with the SENCO whenever they feel the need to by booking an appointment.

Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will specify the type and level of support required to meet the needs of such pupils.

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.

Supporting Pupils and Families

LA Local Offer - <http://wakefield.mylocaloffer.org/Home>

SEND Information report - available on the school website

Barnardo's WESAIL - <https://www.barnardos.org.uk/wesail-wakefield.htm>

SENCO - Miss K Hale 01977 524483

SEND Information Report

The school will ensure that the SEND information report is accessible on the school website. The information published will be updated annually and any changes to the report occurring during the year will be updated as soon as possible.

Evaluating the success of SEND Policy

The SENCO and Governors will evaluate the success of the policy by the achievements of the previously agreed targets outlined in the pupils' SML progress reviews and or Annual Reviews. In addition, Three Lane Ends Academy's SEND provision is evaluated through:

- The monitoring of classroom practice by the SENCO, head teacher, Phase Leaders and Senior Leaders.
- Academic progress made by pupils identified with Special Educational Needs.
- The analysis of pupil tracking and testing data for both individual pupils and cohorts.
- Termly Pupil Progress meetings
- The monitoring of policy and practice by the SENCO and SEN Governor.
- Pupil attendance.
- Consultation with parents.

- Pupils' awareness of their targets and achievements.
- The school meets the statutory guidance of the SEN Code of Practice 2014.

Links with other schools

Working collaboratively with other schools is another way we ensure that provision for our pupils with SEND is effective. We are proud to have links with Castleford Park Junior Academy, Glasshoughton Infant Academy and Kingsland Castleford who we liaise with regularly to continue to develop good practice.

Complaints

Complaints about SEN provision in our school should be made to the class teacher, then the SENCO and then finally the headteacher. They will then be referred to the school's complaints policy.

If the matter is not resolved, then parents should contact the SEND Governor or the Chair of Governors in writing.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Monitoring and Review

The SENCO monitors the movement of children identified as SEN and provides staff and governors with termly reviews. The policy is reviewed annually.

Policy amended:

Reviewed and updated:

Review:

Signed.....

Miss K Greatorex (Headteacher)

Signed.....

Mr M Holmes (Chair of Governors)

Signed.....

Miss K Hale (SENCO)