

Special Educational Needs and Disabilities Policy (SEND) 2018

(This policy should be read in conjunction with the Accessibility Policy)

1. Vision, Ethos & Values

As stated on the academy website, we believe that: “*Through stimulating teaching, we will engage, motivate and challenge students of **all abilities**. We will develop our students to be independent, confident and articulate learners. We will all have a shared ambition, common direction and set high expectations for ourselves and others*”. This is equally true of our pupils who also have SEN or disabilities.

Stanchester Academy – Believe

We believe in **all** of our students

We believe that there are no limits to what our students can achieve

We believe that **we can make a difference**

We believe in Stanchester as the place where this can happen.

This policy is written to show how we seek to enable our SEND pupils to be as independent, confident and high achieving as they possibly can be while supported in a caring environment of mutual respect.

2. Compliance

This policy has been written following the guidelines of the following documents: Statutory Guidance on “*Supporting pupils at school with medical conditions*” April 2014, The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013, The Safeguarding Policy, The Accessibility Policy and The Teachers Standards 2012 and The Children and Families Act 2014.

Our SEN Policy and SEND information report both comply with The SEND Code of Practice 2015.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

This explains the duties of local authorities, health bodies, schools and colleges to provide for those with special educational needs under part 3 of the Children and Families Act 2014. It also complies with the Special Educational Needs and Disability Regulations 2014 and can be understood in terms of the Somerset Core Standards:

<https://www.somersetchoices.org.uk/family/information-and-advice/core-standards-for-education/>

Name and contact details of SENCO:

The person who is responsible for monitoring SEN provision is:

SENCO: Henrietta McDermott. Contact details: 01935 823200.

office@stanchester_academy.co.uk

Henrietta McDermott is not a member of SLT and the member of SLT who is the key contact for SEN is Matthew Clinkard, Vice Principal.

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3. Creation of policy

This policy was created by the school's SENCO with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND - co-producing the policy in the spirit of current reform.

4. Characteristics of the School

Stanchester is a small rural Academy which provides education for students in the area of Stoke sub Hamdon and surrounding villages.

Most support for SEN pupils is classroom based and dependent on Quality First Teaching. If students fall behind in their learning because of their SEN need, interventions are first put in place in the classroom e.g. dyslexia friendly teaching or differentiated tasks.

There is also an additional established learning environment for students with special educational needs and other students who may benefit from an additional supported environment. This area is known as the HUB (Helping U Belong.) The HUB provides intervention which aims to accelerate the progress of students through small group or individual specialised teaching.

The HUB also provides behaviour intervention to support students who have social, emotional or mental health difficulties. The aim of these interventions is to provide support in removing the barriers that prevent these students from attending lessons or accessing the curriculum appropriately alongside their peers.

The Hub is additional to the teaching of SEN pupils through Quality First Teaching where classroom support strategies and interventions are already in place. All teachers are recognised and expected to be teachers of SEN in accordance with The Teaching Standards 2012.

5. Aims

The academy will ensure it meets the principles of the Code of Practice 2015 (p.92), which are that they must: "use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN." We must also, "ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN".

We do this so that all pupils with SEN:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training (**p.92 Code of Practice 2014**).

6. Objectives of SEN Support

We enable all students to achieve potential through the following objectives:

1. To identify and provide for pupils who have Special Educational Needs and additional needs
2. To work within the guidance provide in the SEND Code of Practice, 2015

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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
5. To provide support and advice for all staff working with SEN students

7. Admissions and transition

Stanchester Academy welcomes all pupils regardless of learning difficulties and disabilities and has a clearly laid out Equality Action Plan and Admissions Policy.

Where possible additional arrangements are made for all students admitted to Stanchester with Special Educational Needs to ensure their transition is successful. The school establishes transition plans and works closely with the primary SENCOs, feeder schools, colleges and parents.

Information about students’ needs is shared with all staff prior to entry, where possible, and updated every year through the HUB booklet and as often as necessary through the year in order to keep all staff as up to date as possible.

8. Views of Learners, parents or carers and other stakeholders**i) Parental Involvement**

All parents have the opportunity to meet with the SENCO through parents’ evenings and those on the SEN register have the opportunity to do so every term. Annual reviews are held for all students who have a statement or Educational Health Care Plan or who are funded at Higher Need level through the Somerset audit application. This provides parents with a further opportunity to express their views on their child’s progress and provision.

The HUB encourages regular contact with parents or carers, the level of this contact may vary according to the individual needs of learners and their parents or carers. This contact may include home/school diaries, target cards, email or phone contact, termly review meetings or transition review meetings.

ii) Student Involvement

Students attend annual reviews, parents’ evenings and additional review meetings to discuss their progress and provision with key members of staff and their parents or carers.

Students identified as High Need are allocated a key worker who will have opportunities to meet with students to discuss progress and are available for students to use as a first port of call when required.

iii) Governors

A member of the Governing body is named as a link to the HUB. This Governor meets with the SENCO at least every term to review provision and progress through the HUB action plan. The named Governor is involved in writing the SEN policy and agreeing job descriptions.

iv) External agencies

The local authority team including learning support advisor, educational psychologist and specialist services for children with physical, medical and/or sensory needs all liaise regularly with the school through the SENCO.

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The school accesses services for child health care. This team also provides the services of a school nurse who advises on all medical issues including sexual health and relationships. A student health clinic is run in the academy weekly.

There is a school counsellor on site and a referral system in place for involvement with a student. In addition to this the youth service and police community officers attend the school throughout the term to meet with students.

The school holds consultation meetings termly and invites external agencies who are relevant and able to provide support, advice or guidance to the students.

The school also has links with local special schools where students may attend sessions for additional support or where students may come to Stanchester for integration from the special school.

9. Identification

There are other needs, which are not SEN but which may impact on student progress and attainment. These 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

EAL (English as an Additional Language.)

Being in receipt of a Pupil Premium Grant

Being a looked after child

Being a child of a serviceman/woman

According to The Code of Practice 2015 (6.15), “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”.

We assess each student’s current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we consider evidence that a student may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Class and subject teachers, supported by the Senior Leadership Team, make regular assessments of progress for all students. These seek to identify those making less than expected progress given their age and individual circumstances, 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

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It can include progress in areas other than attainment – for instance where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The first response to such progress is high quality teaching targeted at their areas of weakness.

Where progress continues to be less than expected the subject teacher, working with the SENCO, assesses whether the child has SEN. While informally gathering evidence (including the views of student and parents) the academy puts in place extra teaching or other rigorous interventions designed to secure better progress, where required. The student's response to such support can help identify their particular needs.

The Academy recognises that slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities.

“Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties”. (**Code of Practice 2015 p.96**)

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Difficulties related solely to limitations in English as an additional language are not SEN.

10. The four main categories of SEN need

Social and Communication: Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others. Pupils with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

Cognition and Learning: At Stanchester, this includes Moderate Learning Difficulties and Severe Learning Difficulties. Under this category Specific Learning Difficulties includes dyslexia, dyspraxia and dyscalculia.

Social Emotional and Mental Health: which may include 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. Disruptive behaviour alone does not necessarily indicate a SEN need.

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 include vision impairment (VI),

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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. (Please refer to Accessibility Policy).

These four broad areas give an overview of the range of needs that are planned for in SEN provision. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. When identifying the needs of pupils the needs of the whole child are considered, not just the special educational needs of the child or young person.

11. The Graduated Response

There is a graduated response to the meeting of SEN needs. At Stanchester students will receive most of their support through quality first teaching.

This includes:

Differentiated work, assessment for learning, multi-sensory teaching, additional time if required, alternatives to written recording and academic tutoring. Sometimes this includes Learning Support Assistant in-class support facilitated through the direction of the class teacher.

At Stanchester students are identified for this further intervention through assessment. The HUB has a referral process which enables colleagues to refer to the SENCO through the fortnightly welfare meetings.

Following referral the SENCO may complete further diagnostic assessment to identify individual specific needs prior to introducing intervention. Where students have been referred because they continue to make inadequate progress despite intervention appropriate quality first teaching and they have a clearly identified SEN need, then the SENCO in partnership with class teachers will plan further small group interventions. Sometimes a boost in intervention programmes is enough to address any deficit in progress.

Pupils who continue to make inadequate progress and have an assessed SEN need, are then usually offered individual interventions. Often at this stage external agencies such as Speech and Language, Learning Support Services or the Educational Psychology Services are involved.

These students are always identified as being in receipt of SEN support. Some may at this stage be in receipt of significant in class support or a flexible curriculum and may also be in receipt of High Needs top up funding.

These students will have an Annual Review which reviews their provision. They will also have a "*Pupil Passport*" which will outline their needs and strategies that can help them in class. All interventions are evaluated during and at the end of each term to ensure students are making accelerated progress which is impacting on their academic, social, emotional and/or behavioural attainment.

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The principle of the Code of Practice is: Assess, Plan, Do, Review. The role of the SENCO in school is to plan with class teachers and monitor the implementation of either further interventions in or out of class and evidence their impact. All interventions are flexible depending on the progress made by students and to reflect the new referrals being made to the HUB. This is following a graduated response and is reviewed in light of the recommendations for each type of need in The Somerset Core Standards.

Interventions delivered by the HUB may include:

- Additional Maths and English in small groups
- Social skills
- Speech and language therapy
- Social Emotional Aspects of Learning
- Emotional Literacy Support (ELSA)
- 1:1 key worker support
- Individual Literacy Intervention
- Life skills
- Study skills
- Touch typing/ handwriting
- Phonics based learning
- Co-ordination skills

12. Education Health Care Plans

If a student continues to cause concern with regards to their progress despite adequate intervention they may be considered for an assessment for an Education Health Care Plan. This will involve all agencies supporting the student and parents completing information about the child's needs and abilities. Once this information is collated by the local authority they will consider whether to assess for an Education Health Care Plan. Further details concerning how to apply for an assessment can be found by referring to the SENDIAS (Somerset SEND information, Advice and Support). This offers free, impartial information and advice on matters relating to special educational needs and disability:

Telephone: 01823 355578

Email: info@somersetsend.org.uk

Or visit the website: www.somersetsend.org.uk

An Education Health Care Plan will outline the needs of the individual, the objectives of the EHCP, the educational provision and the monitoring arrangements of the statement and above all the desired outcomes of any provision. The EHCP will identify a named school for the student and provide any additional information with regards to transport and/or medical need. The EHCP must be reviewed annually and at the point of transition.

13. Personal development and well-being

Access:

The HUB team provides support to students to ensure they have access to and have an equal opportunity to participate in all school activities. This may include support on trips, attendance at college and other enrichment and curriculum enhancement activities. There is a separate Accessibility Policy and Access Plan. (See school website).

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Care, guidance and support:

The HUB provides students with a 'safe haven' at times of crisis or when feeling vulnerable. The HUB team will negotiate levels of support with students and staff and where applicable parents or carers. This may result in students being given additional time in the HUB during lessons, registration, before school, break and/or lunchtime. Staff make every effort to ensure students continue to access their curriculum though this may be through HUB support. All HUB staff are aware of and follow the school's policy for child protection. There is a separate Mental Health and Wellbeing Policy available.

14. Quality of Provision**i) Arrangements:**

The HUB has an annual cycle which illustrates how provision is allocated, monitored and evaluated and the roles and responsibilities of staff both in the HUB and across the school. The main emphasis of the Hub and the SENCO is to support quality first teaching in the classroom and when appropriate, in small group or individual interventions.

ii) Facilities:

The HUB comprises three learning zones, student office, counselling room, medical room and team offices.

All small group interventions are usually delivered within the HUB or allocated outdoor areas. The use of facilities is reviewed alongside provision every term or when necessary. The learning zones provide classroom style learning environments and are all equipped with ICT equipment and access to the internet and also all provide opportunities for individual, small group and whole class teaching and learning.

iii) Resources and staffing:

The HUB team comprises the SENCO, one Lead LSA and a team of Learning Support Assistants. The three Pastoral Co-ordinators also work closely with the HUB to provide full student support as does the school counsellor.

Resources are deployed according to the Academy's provision map which is reviewed every term according to the needs of individual students.

The SENCO monitors all provision in the Academy and also undertakes most internal assessments and all assessments for concessions for external public examinations.

The lead LSA's are line managed by the SENCO. The members of the team work closely together to timetable support, maintain records of support, complete assessments of individual students, liaise with SENCO and LSA team and manage the HUB environment on a day to day basis. Fortnightly team meetings are held to review provision and the progress of students. These meetings may also provide CPD opportunities for staff.

iv) Training:

All staff have the opportunity to attend whole staff meetings and INSET. The school provides specific training throughout the year on SEN which may be delivered by the SENCO and/or external support services. In addition to this HUB staff may receive training as a team where appropriate, for example, on positive handling training.

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As part of the performance management process Learning Support Assistants have the opportunity to complete accredited qualifications relevant to their job descriptions. These courses are supported by the school.

Overall effectiveness and efficiency:

Evaluation of policy - The SEN policy will be reviewed every year by the HUB team, SLT and Governing body.

15. Action Plan

The SENCO produces a Team Evaluation Form which audits the provision and impact of SEN provision in an annual cycle. The department also have an improvement plan which reflects the strengths and areas of development as identified in the evaluation. The department improvement plan also reflects relevant areas within the school improvement plan and is reviewed at least annually.

16. Complaints

Initially any concerns about the provision of SEN should be discussed with the class teacher and if necessary with the SENCO to further resolve any issues or worries about your child's progress. For more formal complaints the procedures of the academy's Complaint Policy should be followed. This is found on the Academy website.

Further information

Somerset's Local Offer can be found on the following link:

<http://www.somersetchoices.org.uk/family/information-and-advice/somersets-local-offer/>

The academy SEND Information Report 2017 can also be found under Policies and Statements on the Academy website.