

Special Educational Needs and Disabilities Policy (SEND) 2019

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

1. Vision, Ethos & Values

‘Students are at the centre of all we do and drive the learning. Children’s individualism is celebrated through personalised learning where students can identify their journey through carefully planned pathways promoting independence whilst providing an outstanding degree of support inspired by the believe our teachers have in our students.’

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 pupils with Special Educational Needs or Disabilities (SEND) to be as independent, confident and high achieving as they possibly can be while being supported in a caring environment of mutual respect.

2. Compliance

This policy has been written following the guidelines of the following documents:

- Equality Act 2010: advice for schools, DfE Feb 2013
- Children and Families Act, (2014)
- SEND Code of Practice 0-25 (2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on “Supporting pupils at school with medical conditions” April 2014
- Safeguarding Policy
- Accessibility Plan

Our SEN Policy and SEND information report both comply with The SEND Code of Practice 2015. 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.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

<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: Jonathan Belcher

Contact details: 01935 823200

office@stanchester_academy.co.uk

Jonathan Belcher is not a member of SLT and the member of SLT who is the key contact for SEN is Lara Williams, Associate Leader.

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 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'. Teachers are responsible for identifying whether students may have an educational need and will intervene through their teaching practice. Teachers are expected to differentiate within the classroom through, for example, 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 take place outside of lessons which aim 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

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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 and the SEN Code of Practice 2015.

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
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 information, 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.

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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 school 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.

Attendance at Transition Reviews

If a child with Special Educational Needs has an Annual Review during Year 6 and either the parent or school wish for the SENCO to attend then every effort will be made to do so.

Primary to Secondary Transition

Transition from Primary to Secondary is supported by meetings between the SENCO and Primary Schools to identify vulnerable pupils and share support strategies.

Two additional transition visits are also arranged for vulnerable pupils in Year 6 to visit the school during the summer term, which includes opportunities to meet key members of support and pastoral staff.

Parents and Guardians are welcome to request tours and a meeting with the SENCO before selecting their preferred secondary school for children. Additional meetings are also welcome after school places for Year 7 have been allocated to children.

Transition for vulnerable pupils is also supported through a Summer School provision during the summer holidays before they join in Year 7.

Mid-Year Admissions

If a pupil joins the school either part-way through a year or after Year 7, any SEN and/or Medical information will be requested from their prior educational provision.

Parents are encouraged to request a meeting ahead of application to discuss possible support needs. Meetings with SENCO and pastoral staff can be arranged to ensure key information is shared with relevant staff.

Post 16 Transition

If a pupil has an Annual Review during Year 11 then their preferred college will be invited to attend the annual review.

The SENCO will contact schools colleges regarding pupils with SEN and transfer all SEN files to their new school or college.

The Deputy Principal will hold Transition Panels for all pupils who are at risk of Not being in Education, Employment or Training (NEET) at post 16.

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 at any year group parent evening.

All children on the SEN Register will receive a pupil passport. This is sent home termly to parents with a request for comments or adjustments to ensure that parents are involved and contributing to the support being offered.

Annual reviews are held for all students who have a Statement of Educational Need, 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 take part and contribute in progress and provision for their children.

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.

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Students are an active participant in reviewing their pupil passports. Students are encouraged to provide their own description of their strengths and things they find difficult, and also to agree with staff what targets they should work towards in that cycle of support.

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.

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 and other alternative provisions where students may attend sessions for additional support or where students may come to Stanchester for integration from the special school.

8. Identification

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

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- 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
- Being a Young Carer, either of siblings or parents

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

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

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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. In accordance with the Rose Review (2009), how a child responds to intervention can be an effective measure of any possible SEN, including establishing that there is not an SEN need.

"Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Many 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

Social and Communication: Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others. Pupils with Autistic Spectrum Conditions (ASC) often have particular difficulties with social interaction.

Cognition and Learning: At Stanchester, this includes Moderate Learning Difficulties and Severe Learning Difficulties. Specific Learning Difficulties are included in this category, including dyslexia, dyspraxia and dyscalculia.

Social Emotional and Mental Health: 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 difficulties such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. Disruptive behaviour alone does not necessarily indicate SEN.

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), Hearing impairment (HI) or a multi-sensory impairment (MSI) and 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 ensure access to similar opportunities available to their peers. (Please refer to Accessibility Policy).

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These four main categories of SEN 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.

It is recognised that for many children with SEN, no one category will adequately describe the difficulties which they may experience. In all cases the school will seek to identify the primary need which presents as a potential barrier to learning in school.

11. The Graduated Response

Stanchester Academy works within the guidance of the SEND Code of Practice (2015), that 'All settings should adopt a graduated approach with four stages of action: assess, plan, do and review'. (5.38)

This is an evidence based approach to identifying and then supporting SEN within the classroom and also assessing whether additional support outside the classroom is needed to help a young person succeed. By adopting a this four stage approach teachers are able to continually assess a student's progress, areas of strength, and areas which need support, and implement this in to lesson planning. Depending on the level of need, a student can be supported at Wave 1, 2 or 3 of the Graduated Response.

Wave 1:

It is expected that the majority of SEN should be supported by teachers in the classroom through Quality First Teaching. Examples of this include:

- Differentiated work
- Assessment for Learning
- Multi-sensory teaching
- Additional time if required
- Alternatives to written recording and academic tutoring
- If a Learning Support Assistant is available in the lesson, the teacher is expected to direct the LSA to support students as they feel is necessary and appropriate.

If any teacher, having adopted the four stage approach in lessons, feels that a child is not responding to Quality First Teaching, the HUB has a referral process which enables colleagues to refer to the SENCO through the fortnightly welfare meetings.

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Wave 2:

The SENCO can respond to a referral in several ways, depending on the needs of the child and the concerns raised by teachers:

In all cases:

- Parents will be informed that a referral has been made and ask to share their expertise and knowledge of their child. This also allows for the school to be made aware of any 'out-of-school' factors which may be having an impact on the child's well-being.
- A 'Round Robin' of all class teachers who work with that student will be carried out, to collect more information about lessons and progress.

Once this information has been collated:

The SENCO may respond with some of the following interventions:

- Further diagnostic assessment could be carried out to identify specific needs. This would allow for any specific intervention to be targeted to areas in which the student needs support.
- Small group, or 1 to 1, interventions may be planned for a 12 week cycle. At the end of each cycle, the student's progress will be assessed again and a decision about whether to introduce a new intervention, continue the existing intervention, or ending the intervention, will be made in consultation with the student, parents and teachers. Specific interventions which are run by the HUB include:
 - 1:1 or 1:2 Key Worker Support
 - Individual Literacy Intervention (1:1)
 - Small group Literacy or Numeracy intervention
 - Social skills
 - Speech and Language Therapy
 - Emotional Literacy Support (ELSA)
 - Life skills
 - Study skills
 - Touch typing/ handwriting
 - Co-ordination skills

It is expected that in most cases where a student takes part in an additional intervention they will be placed on the SEN Register.

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- It may be decided, in consultation with the student, parents and teaching staff, that the child should be placed on the SEN Register. This allows for information about specific needs, differentiation and teaching strategies to be shared with teaching staff, so that they can be incorporated in to Quality First Teaching.
- Where adjustments are being made which establish a students 'normal way of working' it may be considered appropriate to make reasonable adjustments in their exams. This can include, but is not limited to, extra time, the use of a word processor, or higher level support such as a reader or scribe.
- All students on the SEN Register will receive a pupil passport, which is updated termly with the student. Parents are asked to respond to the drafted pupil passport. Teachers have access to all pupil passports and are expected to be aware of the information when planning their lessons.

Wave 3

If a student continues to make less than expected progress, the SENCO, with the consent of parents, may choose to involve external agencies to further assess needs. Depending on the type of need, these agencies can include:

- Educational Psychology Service
- Learning Support Service
- Integrated Therapy Service (e.g. Speech and Language, Occupational Therapy)
- Advisory Teacher Service for Sensory Impairments
- Children's Autism Outreach Team (CAOT)
- Physical Impairment and Medical Support Team (PIMST)
- Other specific agencies if required

Any recommendations made by these services will be discussed with the student and parents, and a plan of how to implement them within the curriculum will be agreed.

It may also be decided that, in addition to specific small group or 1 to 1 interventions, a level of specific LSA support is necessary to remove barriers to learning in the classroom.

Students being supported by Wave 3 are always placed on the SEN Register. They will therefore receive a Pupil Passport which outlines needs and strategies in the classroom.

Some students are always identified on the SEN Register, such as those with an Education, Health and Care Plan, or in receipt of High Needs Funding. Additionally, certain medical

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conditions or sensory needs (such as Hearing or Visual Impairments) will always be recorded on the SEN Register to ensure that teaching staff are aware of these needs and make reasonable adjustments within their teaching.

Students with Education, Health and Care Plans, or receive High Needs Funding, will have an Annual Review to review provision and plan for outcomes each year. Other students may also have an SEN Review, either annually or as a pre-cursor to making a request for statutory assessment, depending on the level of need and support which they are receiving.

12. Education Health Care Plans

If a student presents with a level of need which is beyond that which the school is able to provide without additional support, it may be considered whether a request for statutory assessment be made.

The Local Authority will consider:

- Whether the child or young person **has or may have** special educational needs (SEN); and
- Whether they **may** need special educational provision to be made through an EHC Plan.

(Section 36(8) of the Children and Families Act, 2014)

If it is decided that a statutory assessment is necessary, then a process which involves the student, parents, and all agencies is carried out to gather information about the child's needs and abilities. Once this information is collated by the local authority they will consider whether to issue an Education Health and Care Plan (EHCP).

An Education Health Care Plan will outline the needs of the individual, the intended short and long term outcomes, and the steps necessary to ensure a successful transition to adulthood. An EHCP can be continued until the age of 25 as long as it is enabling access to necessary education.

The EHCP will identify a named school for the student and provide any additional information with regards to transport and/or medical need. Parents have the right to make their own school preference known as part of the process.

The EHCP must be reviewed annually and also at the point of transition between schools.

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Further details concerning how to apply for an assessment can be found through SENDIAS (Somerset SEND information, Advice and Support).

This organisation 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

Parents, or a young person above the age of 16, are also allowed to make a request for statutory assessment themselves. SENDIAS are able to provide guidance and support in how to carry out this process.

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).

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 mean that students have 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.

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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, 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 Assistant to the SENCO and a team of Learning Support Assistants.

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 Assistant to the SENCO is 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.

v) 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:

The SENCO, with support from the School Leadership Team (SLT), will observe lessons in school. These observations will be used to evaluate the following:

- Use of differentiation to support specific pupils with SEN.
- Staff awareness of SEN and how it informs their teaching.
- Impact of LSAs in promoting learning and independence of pupils with SEN.
- Good practice which can be shared with other teachers.
- CPD and training needs for teaching staff.
- Consistency of approach to Inclusion across the whole school.

Evaluation of policy - This SEN policy will be reviewed every year by the HUB team, SENCO, 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/>

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This provides information about additional services and support through the local authority which may be appropriate.

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