



Serlby Park Academy

Special Educational Needs and Disability Policy

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Contents

Mission Statement	3
1. Aims and objectives	4
2. Responsibility for the coordination of SEND provision	5
3. Arrangements for coordinating SEND provision	5
4. Admission arrangements	5
5. Specialist SEND provision	6
6. Facilities for pupils with SEND	6
7. Allocation of resources for pupils with SEND	6
8. Identification of pupils' needs	7
9. Access to the curriculum, information and associated services	9
10. Inclusion of pupils with SEND	10
11. Evaluating the success of provision	10
12. Complaints procedure	11
13. In service training (CPD)	11
14. Links to support services	11
15. Working in partnership with parents	12
16. Links with other schools	12
17. Links with other agencies and voluntary organisations	12

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school 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.

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

The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March comes into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Mission statement

'Setting standards for success'

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs and Disability Code of Practice*.

Our aims are:

- To provide all students with the opportunity to fulfil their potential.
- To ensure that individual differences are recognised within classes and catered for appropriately.
- To ensure the match between teaching styles, curriculum materials, expected learning outcomes and student ability is fulfilled.
- To ensure the needs of all pupils with SEND are met through a positive culture, good management and appropriate deployment of resources
- To ensure that all pupils with SEND are enabled to reach their full potential, taking into account targets based on prior attainment and teacher assessment
- To ensure that all pupils are enabled to enjoy their time at Serlby Park Academy.
- To enable full participation alongside other pupils where practicable to the taught curriculum and the 'non-taught' curriculum
- To ensure that pupils with SEND, where there may be vulnerability, are kept safe at all times and are enabled to integrate as fully as possible in the school environment.

Objectives

- Identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and feeder schools prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENCO's and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular information on their child's progress, and providing information on the provisions for pupils within the school as a whole, the effectiveness of the SEND policy and the school's SEND work.
- Work with, and in support of, outside agencies when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils feel safe to voice their opinions of their own needs. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life [*e.g. membership of the School Council*].

2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Mrs Rebecca Thompson, (*Associate Principal*)
- The person co-ordinating the day to day provision of education for pupils with SEND is Karen Firth (3-18). *She will be referred to as SENCO.*

3. Arrangements for coordinating SEND provision

The SENCO will hold details of all SEND support records such as provision maps, pupil passports or alternative arrangements for individual pupils.

All staff can access:

- The Serlby Park Academy SEND Policy;
- A copy of the full SEND Support Register or alternative school documents used for tracking;
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs including action plans, targets set and a copy of their pupil passports with records of targets set;
- All classes have an SEND file with relevant information in (primary phase);
- All teachers and teaching assistants have access to SIMS which is where we store all the relevant information regarding pupils;
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- Information on current legislation and SEND provision;
- Information available through Nottinghamshire's SEND Local Offer.

This information is made accessible to all staff in order to aid the effective co-ordination of the school's SEND provision. In this way, staff members will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

4. Admission arrangements

See Admissions policy

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Transition into Serlby Park Academy

- *Parents and pupils are welcomed to visit our academy and discuss the needs of their child with the Learning Manager or SENCO*
- *The Academy will liaise with other settings/parents and other professionals to gather information on the child's needs prior to them starting at Serlby Park Academy*
- *Visits to Serlby Park Academy will be arranged to fit around the needs of the child in line with our SEND policy.*
- *All year 6 pupils from feeder schools are invited to a three day transition event the summer before starting at the Academy and in addition are invited to attend a two week summer school.*
- *All year 5 pupils from feeder schools are invited to a day transition event during the summer term.*

5. Specialist SEND provision

At Serlby Park Academy we are committed to providing whole school inclusion. For more information on our provision for inclusion please see the inclusion policy.

For pupils on the SEND support register extra provision may be required as deemed appropriate on their pupil passport. This may include speech and language therapy, literacy/ numeracy interventions and Social Use of Language programme used to develop both academic and social skills.

The Local Authority also provides agencies to assist in school when extra specialised help is required. Eg:

SFSS	Schools & Family Specialist Services
Jo Stephens	Communication and Interaction Team
Trudy Webster	Cognition and Learning Team
Pippa Pal	Educational Psychologist
Glenda Irvine	Teacher of the deaf
Jenny Stephens	Speech and Language Therapist
Louise Love	Specialist Teacher (Cognition and Learning Team)

6. Facilities for pupils with SEND

The academy is located on 1 site. It has no special units or S.E.N.D specialisms. Disabled changing facilities are available on site. There are ramps to improve wheelchair access, handrails and toilets for the disabled on site. Changing facilities for sports/swimming are provided and a hoist is available for swimming pool access. We also work closely with outside services agencies to provide special equipment where needed.

7. Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Serlby Park Family of Schools. For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

The SENCO will ensure that all pupils with SEND, including those receiving additional funding from the Family of school or the Local Authority, may receive the appropriate support. Other funding sources may also be used to provide support such as pupil premium.

8. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register, they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEND list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the relevant information will be added to the pupil's file. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class/subject teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class/subject teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class /subject teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class/subject teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a statement will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education,

health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting the Parent Partnership Service on:

0115 948 2888

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

The curriculum is reviewed on a regular basis. Teachers will take into consideration pupils' individual needs when planning.

We will ensure:

- All children with SEN are included in class teachers planning.
- That individual or group tuition is available where it is felt that pupils would benefit from this provision.
- We use in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Staff are kept fully informed of the special educational needs for any pupils in their classes.
- Training and learning opportunities for staff are provided in all departments on the subject of SEN.
- We set appropriate individual targets that motivate pupils to do their best and ensure progression.

10. Inclusion of pupils with SEN

The *Associate Assistant Principal* oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit, the Multi-Agency Safeguarding Hub, Health, BPBP (Bassetlaw Primary Behaviour Partnership) SFSS, the Alternative Provision Academy and any other appropriate agencies.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. Pupil and parents views will be sought through pupil voice and questionnaires, with individual parent and child feedback sought at review meetings.

- For children who have SEND but it is managed by quality first teaching and intervention work reviews will be carried out at parent's evenings and through individual reports.
- For children who receive 1:1 funded hours a review meeting will take place each term with staff, parents, the child and outside agencies to discuss targets, progress and next steps to ensure the pupil's progress.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. Provision for SEND will be mapped, monitored, reviewed and evaluated in line with the school systems for pupil progress. These are designed to support pupil progress. Information from pupil progress reviews and data collated every six weeks will be used to evaluate the effectiveness of provision provided.

- Interventions/support will be tracked and adapted where necessary on a half termly basis.
- Pupils' progress will be reviewed and next steps determined according to the outcome of the intervention/support. (This may be that the child has made good progress and no longer needs extra

support or no progress has been made in which case we need to examine and then adapt the provision in place accordingly.

- The progress of the children will be reported to parents and next steps will be discussed with them during a review meeting.

Evidence collected will help inform school development and improvement planning.

12. Complaints procedure

Refer to the general complaints procedure.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Principal, who will be able to advise on formal procedures for complaint.

13. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

Other training for teaching staff and Teaching Assistants will be organised as and when required. If a particular pupils needs require specific staff training this will be organised, eg Manual Handling Training.

The SENCO attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will be brought to the attention of the SENCO who will ensure parents are informed.

Support services are invited to attend review meetings, visit the children in a school setting or a home setting or see them out of school at GP surgery or hospital.

The following services will be involved as and when is necessary:

School Nurse
Occupational Health
Physiotherapy
Speech and Language Specialist
CAMHS
Casy Counselling
SFSS- Schools and Families Specialist Support Services
Educational Psychologist

PDSS- Physical Disability Support Service
Cognition and Learning Team
Communication and Interaction Team
Other relevant services

15. Working in partnerships with parents

Serlby Park Academy believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

Parents can contact their child's subject teacher, class teacher, Learning Manager and/or SENCO if they have a particular concern about their child and/or provision being made for them.

Parents are fully informed of their child's progress through progress reports, parents' evenings and review meetings where appropriate. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual needs of the pupil.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

16. Links with other schools

The Academy is a member of the Serlby Park family of schools. Our Academies SENCO is also the Serlby Park Family SENCO which enables the school to share advice, training, development activities and expertise.

17. Links with other agencies and voluntary organisations

Serlby Park Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND.

- Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. *[Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.]*

Signed _____ *[Rebecca Thompson] (Associate Principal)*

Date _____

Signed _____ *[Karen Firth] (SENCo)*

Date _____

Signed _____ *[Lisa Foster] (SEN Governor)*

Date _____

This policy will be reviewed annually.