



**James Elliman Academy  
Special Educational  
Needs and Disabilities  
Policy 2018-2019**

## Approval

Signed by the Chair of the Board following approval from the full Board of Directors	Dr. Martin Young
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Next Review	August 2019

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# James Elliman Academy

## Special Educational Needs and Disabilities Policy

### Introduction

The Special Educational Needs Policy permeates through all curriculum policies at James Elliman Academy. James Elliman Academy provides a curriculum that is accessible to all pupils across a range of abilities.

Some children have barriers to learning which mean they require particular action by the school. These requirements are likely to arise as a consequence of a child having special educational needs. Children have special educational needs if they have a learning or other difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or post - 16 institutions.
- Children aged 2 or above who require educational provision or training that is additional to or different from that made generally for other children of the same age.

(Department for Education [DfE] SEND Code of Practice 2015)

Children may have special needs any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Special educational needs may relate to one or more of the following areas of need:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and / or Physical Needs

Some pupils with disabilities may have learning difficulties that require special educational provision. Conversely, not all children deemed to be disabled will require this provision. A child with medical needs, such as asthma or diabetes, may not have special educational needs but may still have rights under the Equality Act 2010. Each child's needs will be assessed as required, and the appropriate provision will be put in place in order to support them.

## **Educational Inclusion and Equal Opportunities**

This policy has been updated in line with the SEND Code of Practice (2015). It incorporates the SEN provisions of the SEN and Disability Act 2010 and with the government consultation on provision for children with SEN, support and aspiration which is a new approach to SEN and disability.

This policy is part of the whole school strategy to promote the inclusion and effective learning for all pupils.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and emotional needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- require a range of different teaching approaches and experience

All Staff respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- providing opportunities for children's full participation in learning, and in physical and practical activities;
- helping children to manage their social and emotional needs and take part in learning effectively and safely;
- supporting individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

## Aims and Objectives

James Elliman Academy are supportive to the aims stated in the Local Authority (LA) Policy for Special Educational Needs and guided by the SEND Code of Practice (2015) and any updates. We aim to ensure high levels of achievement, effective learning, progress and development for all pupils regardless of any special educational needs.

We are committed to inclusion, meeting individual needs, and the provision of the highest quality for all students and the efficient use of resources. We do this by:

- Enabling all children to have full access to all elements of the school curriculum.
- Ensuring all children are given equal opportunities to reach their full potential.
- Ensuring special educational needs of children are identified, assessed and provided for as early as possible.
- Ensuring every staff member is committed to promoting pupils self-esteem and emotional well-being.
- To create an environment that meets the special educational needs of each child.

All staff use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning. Through discussion, and where appropriate, children also assess their own progress.

Individual Education Plans (IEPs), which employ a SMART Target approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success, all children who have been awarded an Education, Health and Care Plan will have IEPs and provision maps. Children on the SEND register have a provision map. IEPs and provision maps are reviewed by the class teacher and shared with children and their parents every term.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or individually outside the classroom

## **Roles and Responsibilities**

All members of staff are aware of their responsibilities towards pupils with SEN.

There is a team of highly experienced and trained SEND Teaching Assistants who work closely with pupils and staff members.

### **The role of the SEND Co-ordinator is:**

- manages the day-to-day operation of the policy
- co-ordinates the provision for children's special needs and Disabilities;
- supports and advises colleagues through appropriate training and by contributing to in-service training days
- maintains the school's SEN register and the school's Local Offer
- contributes to and manages the records of all children with special educational needs and Disabilities and ensures these are kept up-to-date
- completes the documentation required by outside agencies, The Park Federation Academy Trust and the Local Authority (LA)
- acts as an additional link with parents and ensures that parents are informed as soon as possible and are kept up-to-date with new information
- maintains resources and a range of teaching materials to enable appropriate provision to be made
- acts as a link with external agencies and other support agencies
- monitors and evaluates the Special Educational Needs and Disabilities provision and reports to the Academy Council
- manages a range of resources, human and material, linked to children with Special Educational Needs and Disabilities
- tracks progress of pupils in SEND groups and liaises with teachers to discuss progress at pupil progress meetings and following the completion of intervention programmes
- ensures that, where children transfer to another school, all relevant information about the child's special educational needs and provision are sent as soon as possible

**The role of the SEN Teacher is:**

*A few of the key points are outlined below. Please refer to job description for more detail.*

- Take responsibility for teaching SEND pupils either in class or alongside the class teacher in withdrawal groups, whichever is deemed appropriate, in order to deliver high quality provision throughout the school
- Collaborate with and support class teachers to set and review Individual Education Plan (IEP) targets with the SENDCo, every term.
- Attending staff, year group, curriculum and parents meetings as directed by the Principal.
- Support teachers in producing, adapting and differentiating curriculum planning to meet the needs of SEND pupils in the specified format, with ongoing evaluation of the progress made in that plan.
- Keeping and maintaining records of children's progress in all aspects of support provided.
- Assessing and testing pupils when required by the SENDCo/Principal.
- Supporting less experienced staff in providing support for SEND pupils.
- Attendance at meetings with parents and outside professionals to discuss progress and contribute to the evaluation of provision currently in place.

**The Role of the Academy Council**

The Governor for SEND is Mr Rashid Arbi.

The Academy Council does its best to secure the necessary provision for any pupil identified as having special educational needs and disabilities. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the policy of the school for children with special educational needs and disabilities.

**Admissions arrangements**

The governing body has decided that children with SEND will be admitted to the school in line with the agreed admissions policy of the school. All children are welcome to join James Elliman Academy and no pupil will be refused admission on the basis of his or her special educational need. We will not discriminate against disabled children and we will take reasonable steps to provide effective educational provision.

## **Allocation of Resources**

The SENDCo / Vice Principal for Inclusion are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of SEN/ Education, Health and Care Plans.

The Principal informs the governing body of how the funding allocated to special needs has been employed.

The Principal, Vice Principal for Inclusion and SENDCo meet annually to agree on how to use funds related to SEND provision. The Vice Principal for Inclusion draws up the resources bid when the school is preparing for the next Academy Development Plan.

## **Identification and Assessment**

We utilize the following procedures for identification:

- Analysis of data including initial assessment in Early Years Foundation Stage Profile, entry profiles and end of key stage assessments.
- Following up parental concern
- Tracking pupil progress over time
- Liaison with feeder school / nursery on transfer
- Information from previous school
- Information from external services / agencies

The school uses a three-stage model to respond to children's special educational needs and/or disabilities in a swift and timely manner.

We follow the principle that pupil's needs should be identified and met as early as possible. James Elliman Academy follows instruction from the Code of Practice 2015 and distinguishes between different stages of assessment. The stages are as follows.

- Record of Concern (RoC)
- School Support (K)
- Statement of Special Educational Needs/Education, Health and Care Plan (EHCP)

## **Stage One: Record of Concern (RoC)**

Early identification and intervention is vital. The class teacher informs parents of any concerns at the earliest opportunity and enlists their active help and participation.

When a child's needs are appropriate for a Record of Concern, a **Record of Concern form must be completed**. All staff will use the forms attached to this policy.

All staff assess and monitor the children's progress in line with existing school practices and informs the SENDCo who will advise as to whether registering the pupil as having special educational needs, is appropriate.

The SEND team works closely with parents and teachers to plan an appropriate programme of intervention and support.

Stage one is an early intervention stage and does not hold SEND status. A child is not classed as having a special need at this stage. This stage is monitored termly and decision to remain at this stage or move to stage two is made by the SENDCo.

## **Stage Two: School Support**

The class teacher or EYP identifies a pupil's educational needs, and takes initial action. Parents/carers should be kept fully informed and records kept at meetings. The class teacher and SENDCo should also provide advice on how to help their child at home.

Triggers for intervention is a child, who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's areas of weakness.
- Shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional and social difficulties, which are not improved by behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

- Require referral for additional assessment, advice and support from outside agencies, for example, Speech and Language Therapy (SALT), Educational Psychology Services, Social Emotional and Behavioural Outreach Services (SEBDOSS), Services for Autism Spectrum Disorder (ASD), Child and Adult Mental Health Services (CAMHs).

The class teacher remains responsible for working with or allocating Teaching Assistant (TA) time for working with the child on a daily basis and for planning and delivering an individualised programme set out on a provision map. It is the class teacher's responsibility to ensure that the class TA knows which children have provision maps, the outcome sought and the provision which will be offered.

When assessing if a child has special needs, the following strategies may be used:

- Use of standardised tests.
- Classroom observation.
- Analysis of pupil's work.
- Analysis of rate of progress.

For those children who are making the expected progress and have received provision that has had a positive impact on their learning and/or social emotional development will continue with SEND support for another term (12 weeks). A provision map will be in place for that term/12 weeks and reviewed at the end of this time. During this time, opportunities for independent learning and application of skills taught will be implemented to enable the SENDCo to ascertain that the child no longer requires SEN support. If this is not the case, the support will continue and will be reviewed termly.

If the child has continued to make good progress and can show that they are applying independent learning skills within a whole class environment, SEND support will cease, parents will be informed and the child will be taken off the SEND register. For one further term, the child will be monitored by the class teacher on a Record of Concern.

School Support is providing the equivalent support that is over and above £6,000 (approximately 16 hours of support) and if it is still not sufficient in supporting a child's needs and access to the curriculum, the SENDCO and class teacher will consider gathering evidence for **Statutory Assessment/ A Education, Health and Care Plan. (Stage 3)** At this stage IEPs with clear outcomes will be set along with provision maps.

Decisions to move between stages must be discussed and agreed with the SENDCO and Vice Principal for Inclusion.

## **IEPs (Individual Education Plans)**

When a child's needs are appropriate for gathering evidence for a statutory assessment an IEP must be written. Staff will use the forms attached to this policy. The IEP should only record that, which is additional to or different from the differentiated curriculum plan, which is in place as part of provision for all children. The IEPs will be used alongside provision maps for these children.

The IEP will:

- Be dated
- Identify the nature of the pupil's learning difficulty (e.g. writing and spelling or hearing impairment)
- Set the maximum of 2 - 3 SMART targets
- Detail the action to be taken (what, how often and by whom)
- Help to be sought by parents /carers
- Review arrangements and dates

IEPs will be used as a working document by class teachers, TAs and other support staff and will be annotated as appropriate to assist assessment and review process. IEPs will be reviewed at parents meetings termly.

At the end of each academic year or when leaving the school, teachers will pass information and IEP's to the next teacher. The SENDCo will also provide additional information particularly for pupils with a statement of special needs/EHCP.

## **Curriculum Access and Provision**

Teachers differentiate work in order to meet the learning needs of all pupils. Ability groups, highly focused and personalized small group work, and individual teaching is provided where appropriate. Provision for pupils is related specifically to their needs.

- In class small group support with a teacher or Teaching Assistant
- Small group withdrawal with a teacher or Teaching Assistant
- Individual class support
- Individual withdrawal

For pupils with statements / Education Health Care Plans, provision will be in line with the recommendations in their statement / Education Health Care Plan.

## Special Provision

James Elliman is committed to ensuring that every child has every opportunity every day and will readily make reasonable adjustments to ensure this occurs for every pupil.

James Elliman Academy has wheelchair access throughout its buildings. There is access to a lift to access the first floor. There is a disabled toilet on the first floor and one on the ground floor. There is a shower facility available in the nursery. Every toilet area has one cubicle with a handrail for additional support.

Reasonable adjustments are made for children who may have SEN and / or sensory impairment, such as visual or hearing. The school will seek environmental audits from external agencies and implement recommendations made to ensure all children gain full access to the curriculum and school life. Any additional resources such as large font books, heavily lined writing books or paper will be bought. Text will be enlarged to the correct font size for a child with a visual impairment as required.

Children's needs are considered when arranging trips and visits to ensure inclusivity.

Various members of staff have training in or extensive experience of working within a number of specialist areas:

- Supporting children with difficulties with social skills and social communication
- Supporting children with Speech and Language and Communication needs.
- Supporting children with fine or gross motor needs
- Providing booster lessons in literacy and numeracy

## **Intervention Groups**

Intervention groups work on a termly basis unless otherwise stated. Their aim is to support targets and provision as set out in the provision map and / or IEP so that the gap between the child and their peers is reduced. Progress is monitored through an initial baseline assessment of current knowledge and skills and is then reassessed at the end of the intervention in order to assess impact. Following the outcome of the intervention group, next steps are planned appropriately.

All interventions are listed on the pupils' provision map, where the frequency and focus of the intervention is recorded.

## **Parental and Pupil Involvement**

### **Pupil involvement**

The SEND Code of Practice highlights that all pupils have the right to be involved in making decisions and exercising choice. We aim to fully involve pupils wherever possible by:

- Involving them in setting outcomes for provision maps / IEPs.
- Helping them understand their strengths and areas of development
- Teaching them how to self-assess their work against success criteria.
- Their views are sought and recorded at formal reviews.

Also, we encourage pupils to share any concerns or worries they may have.

### **Partnership with Parents / Carers**

We work to enable and empower parents and carers by;

- Making parents and carers feel welcome
- Encouraging parents and carers to play an active role in their child's education
- Encouraging parents and carers to communicate any concerns or difficulties they perceive their child may be having
- Striving for excellent communication between school and parents / carers and demonstrating that school will listen and act appropriately
- Focusing on their child's strengths as well as areas of additional need
- Keeping parents and carers informed of any assessments and interventions put in place to support their child
- Keeping parents and carers informed of all external support services which may be benefit to them
- Keeping parents and carers informed of their child's targets and the outcomes they are working towards
- Parents and carers are invited to attend review meetings as well as a termly parent - teacher meeting and their views are actively sought and recorded.

- Parents and carers are invited to meet any professional from external agencies who may be supporting their child

The school website and governors' annual report contains details of our policy for SEND in our school. Parents can also research the suitability of the school and the provision it provides in the Local Offer which can also be found on the schools website. A named governor takes special interest in special needs and disabilities and is always willing to talk to parents.

At all stages of the special needs process, the school keeps parents and children fully informed and involved. We take account of the wishes, feelings and knowledge of the parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

### **Monitoring and Evaluation**

The SENDCo monitors the movement of children within the SEN system in the school. The SENDCo / Vice Principal for Inclusion & Safeguarding provides the Academy Council with regular summaries of the impact of the policy on the practice of the school.

The SENDCo supports teachers in drawing up provision maps and IEPs for children. The SENDCo and the named governor with responsibility for special needs hold termly meetings.

The effectiveness of our provision for pupils identified as having special educational needs is monitored by:

- Observations of teaching
- Learning walks
- Scrutiny of books
- Scrutiny of planning
- Informal feedback from all staff
- Pupil tracking
- Monitoring IEPs and Provision maps
- Movement on the SEN register
- Attendance records
- Pupil review meeting

## **Promoting Positive Mental Health**

The school is committed to helping pupils succeed and part of this is supporting pupils to be resilient and to develop and strengthen every pupils' sense of self-esteem, this in turn promotes our pupils' mental health.

All staff maintain a culture within the school that values pupils, allows them to feel a sense of belonging; and make it possible to talk about problems in a non-stigmatizing way. Furthermore, the school provides a Nurture Group to pupils as well as access to our child and family support worker.

The school recognizes that factors which can affect mental health and behavior are cumulative. The school is able to offer Early Help Assessments to pupils and families who may be experiencing challenging times for a variety of reasons. This helps families gain support from other agencies and professionals as necessary.

## **Outside Agencies**

The school will seek to provide the best provision for the children by seeking advice and help from other agencies and schools. The SENDCO meets with outside agencies (Educational Psychologist (EP), Behaviour Support, Speech and Language and Child and Family Guidance). Other organisations such as Social services and Child and Adult Mental Health Services (CAMHS) are contacted where appropriate.

Every effort is made to ease the transition of special needs pupils to secondary school by liaising in the summer term with their designated school. Files and records are forwarded to the new school. The school provides help to parents, where appropriate, with their application to the most suitable secondary school and any other support they may require. Persons responsible for this role are: Principal, Vice Principals and SENDCo.

## **Staff Training**

It is the responsibility of the SENDCo to attend training and Special Needs Conference days provided by The Park Federation and from providers within the Local Authority. There will be at least one staff meeting a term designated to Special Needs training and issues. Support staff meet at least once a term for training and/or to discuss SEND issues.

The SENDCo will support staff in the training needs by running staff meetings and identifying appropriate outside courses.

The Special Needs Governor will attend courses with the SENDCo and have opportunities to develop his/her own knowledge.

## **References**

DfE SEND Code of Practice 0 - 25 years (last updated May 2015)

Reasonable Adjustments for Disabled Pupils (Equality and Human Rights Commission 2015)