



Special Educational Needs and Disability (SEND) Policy

Document History

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1 Introduction / Aims

- 1.1 This policy was reviewed and updated in September 2014 with regard to the ***Special Educational Needs (SEN) Code of Practice: for 0 – 25 years and Section 69 (2) of the Children and Families Act 2014; Regulation 51 and Schedule 1 of the SEN and Disability Regulations 2014.***
- 1.2 Easterside Academy provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. At Easterside Academy we have regard to the SEN Code of Practice on the identification and assessment of special educational needs.
- 1.3 Following the identification of a pupil having special educational needs, additional requirements and provision are recognised and implemented, where necessary, in order to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or specific help from that given to other children the same age.
- 1.4 Children may be identified as having special educational needs either throughout or at 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.

2. Special educational needs

- 2.1 The statutory guidelines as identified within the SEN Code of Practice: 0 – 25 years, state that a child has Special Educational Needs 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.”

- 2.2 Many of the children who join our school have already attended an early education setting. In some cases children join us with their needs already assessed. All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

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- 2.3** If our assessments show that a child has a specific or significant learning difficulty, we aim to use a range of strategies that make full use of all available classroom and school resources. The Special Educational Needs Co-ordinator (SENCo) will become involved and work closely alongside the child's class teacher and parents. The aim of this partnership is to identify and provide interventions and strategies that are different from or additional to those provided as part of the school's usual working practices. The involvement of external support agencies may also be identified and required. In consultation with parents, the class teacher and Head Teacher the SENCo will take the lead in further assessments of the child's needs.
- 2.4** We will record the strategies used to support the child within an Individual Education Plan (IEP) or SEN Support Plan. The IEP / SEN Support Plan will show the short-term target(s) set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. This review will take place once a term. Where the involvement of external support services has been identified, information and recommendations from such services will also be outlined within the IEP / SEN Support Plan. The strategies identified will, wherever possible be implemented in the child's usual classroom setting.
- 2.4** If following a process of close monitoring it is deemed that a child has made little or no progress despite well-founded support that has been matched to the individual's area(s) of need and the school feel that the child's needs remain so substantial that they cannot be met effectively within the resources normally available to the school, a request to the local authority for an assessment of education, health and care needs will be made. This will involve the preparation of an Education, Health and Care (EHC) Plan.
- 2.5** In our school the SENCO:
- manages the day-to-day operation of the policy;
 - co-ordinates the provision for and manages the responses to children's special needs;
 - supports and advises colleagues;
 - oversees the records of all children with special educational needs; including personal education plans for children in public care.
 - acts as the link with parents;
 - acts as link and key point of contact with external agencies and other support agencies; including other schools, health and social care professionals and the Local Authority;
 - monitors and evaluates the special educational needs provision and reports to the governing body;
 - manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
 - contributes to the professional development of all staff;

3 Aims and objectives

3.1 The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

4 Educational inclusion

4.1 At Easterside Academy we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

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

4.2 Teachers 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;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

5 The role of the governing body

5.1 The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

5.2 The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children.

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They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of a decision by the school that SEN provision is being made for their child.

- 5.3** The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the head teacher. The head teacher ensures that all those who teach a pupil with a statement of special educational needs / Education Health Care Plan (EHCP) are aware of the nature of the statement / Plan.
- 5.4** The SEN Governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

6 Allocation of resources

- 6.1** The SENCO is 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 special educational needs.
- 6.2** The head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.
- 6.3** The head teacher and the SENCO meet annually to agree on how to use funds directly related to statements. The SENCO draws up the resources bid when the school is planning for the next school improvement plan.

7 Assessment

- 7.1** Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- 7.2** The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.
- 7.3** The SENCO works closely with parents and teachers to plan an appropriate programme of support.
- 7.4** The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- 7.5** The LA seeks a range of advice before applying for an assessment by means of an EHC Plan. The needs of the child are considered to be paramount in this.

8 Access to the curriculum

- 8.1** All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:
- understand the relevance and purpose of learning activities;
 - experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 8.2** Teachers 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.
- 8.3** Individual Education Plans, which employ a small-steps 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.
- 8.4** We support all 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 in a one-to-one situation outside the classroom.

9 Partnership with parents

- 9.1** The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.
- 9.2** The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. As of September 1st 2014 the school has available a 'Local Offer' relating to SEN provision available at Easterside Academy. This is available on the school website and in paper format on request. A named governor takes a special interest in special needs and is always willing to talk to parents.
- 9.3** We have regular meetings each term with parents, to share the progress of all pupils including those identified as having special educational needs. Pupils and parents/carers alike are an integral part of this reviewing process.

At Easterside we encourage parents and those children and young people identified as having SEND to be involved in discussions and decisions about every aspect of SEND.

10 Pupil participation

- 10.1** In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all

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ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

- 10.2** Children are involved at an appropriate level in setting targets in their IEPs / SEN Support Plans and in the termly review meetings. They are encouraged to participate in discussions and decision making in relation to their needs and how to achieve the best outcomes. We recognise success here as we do in any other aspect of school life.

11 Monitoring and evaluation

- 11.1** The SENCO monitors the movement of children within the SEND system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- 11.2** The SENCO is involved in supporting teachers involved in drawing up Individual Education Plans for children. The SENCO and the head teacher hold regular meetings to review the work of the school in this area. The SENCO also supports and monitors the work of learning support assistants. The SENCO and the named governor with responsibility for special needs also hold termly meetings.
- 11.3** The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENCO reports the outcome of the review to the full governing body.

Signed: D. Linacre