

## **Macaulay Primary Academy**

### **Special Educational Needs Policy**

#### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 2014 and has been written with reference to the following guidance and documents:-

- Equality Act 2010: Advice for Academy's DFE February 2013
- SEND Code Of Practice 2014
- The Children and Families Act 2014
- Special educational Needs and Disability Regulations 2014
- Academy's SEN Information Report Regulations 2014
- Statutory Guidance on supporting pupils at Academy with medical conditions April 2014
- National Curriculum Key Stage 1 & 2 Framework Document 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

#### **Introduction**

At Macaulay Primary Academy, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

Children may have 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.

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

A child or you 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.

This policy takes account legislation (The Children and Families Act 2014) enacted on the 13th March which came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation – the final amended Code was published in March 2015.

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](http://www.education.gov.uk/schools/pupilsupport/sen)

The SEND Local Offer is a resource designed to inform and 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 North East Lincolnshire 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. See the Academy website for what both the Academy chain offers and what we offer with regards to SEND.

The SEND Information report is a practical guide for parents in how SEN is supported on a daily basis, who to contact and how to find out more about the Academy's approach to SEN and about the implementation of the governing body's policies for pupils with SEN. (Ref COP 6.79)

## **Aims and objectives**

### **Aims for our SEN children**

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 Code of Practice.

Our aims are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

### **Objectives**

- Identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services Early Years settings prior to the child's entry into the Academy.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN.
- Continuous monitoring of those pupils with SEN 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 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. Macaulay Primary Academy is committed to working in partnership with parents, children, and other members of the school community to provide for the needs of every child. The school recognises that parents have knowledge and experience that will contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. We work in partnership with professionals from Health, Social or Educational Services in assisting and planning future support. Voluntary Organisations may be consulted when appropriate.
- 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 wider opportunities for participation in school life for example in membership of the School Council. Children and young people with special educational needs have knowledge of their own needs and what may help them in their Learning. They will be encouraged to participate in and contribute to the assessment of their needs, the review and transition processes.

## **Admission Arrangements**

We follow the Local Authority policy for admissions for SEN children, further information can be found by contacting SENART telephone: 01472 323314. 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.

Macaulay Primary Academy recognises that each child will have unique needs and welcomes all children irrespective of need- physical, intellectual, social and emotional. We will endeavour to make reasonable adjustments to provide a quality educational experience that is effective in meeting their specific needs. This would be agreed upon in consultation with parents and outside agencies. These may require physical adaptations to the school, specialised teaching skills and equipment. Staff development, external support and specific resourcing may also be required to ensure that each child receives the educational experience to which they are entitled.

## **Transition**

At the end of KS2 Macaulay Primary Academy and the feeder Secondary schools will support children with SEN by co-ordinating closely with the SENCO at their new School. This may involve additional transitional visits, opportunities for SENCO's to observe a child's needs within their current setting and/or organisation of transitional meetings. Occasionally, it is necessary for children to need additional support through transition from Foundation stage into Key Stage 1 or Key Stage 1 into Key Stage 2. On these occasions we will provide reasonable adjustments to support children based on individual needs.

## **SEN Procedure and Practice**

The Academy is committed to early identification of special educational need and adopts a graduated approach to meeting special educational need in line with the Code of Practice (2014).

## **High Quality 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.

Identification Methods used at Macaulay Primary Academy;

- Early Years Inclusion Support Service or other agencies may inform the school about a forthcoming admission of a child with SEN.
- External agency/parental/health practitioners/school nurse or social workers.
- Foundation Stage entry profile assessment
- During a child's school career parents or a class teacher may raise a concern.
- Termly progress meetings with the SENCO and Class Teacher may raise a concern about a child's progress
- The child's class teacher may assess their needs and, in consultation with parents and SENCO, identify the level of support they are likely to require.
- More formal assessments may be completed by any of the following: SENCO, Inclusion Support teacher, Teaching Assistant or other outside agencies.
- PIVATS 5 (Performance Indicators for Value Added Target Setting) may be used for children who have an SEN need or disability to provide a structured approach to assessing, planning for learning, tracking and measuring small steps of progress

b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to measure their progress.

Teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff.

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.

The Academy regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary, improving, teacher's understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.

e) Through (b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.) and (d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class) it can be

determined which level of provision the child will need going forward. This will, for some children include termly updates of the PIVATs sheets to identify progress and any gaps in understanding/learning to inform future personalized, individual learning.

f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.

- g) Parents will be fully consulted and involved at every stage.
- h) If there is continuing concern the child is recorded by the school as receiving additional support and interventions. The provision is discussed with Parents. It is recorded by the school as an aid to further progression and for future reference.
- i) If the pupil needs more specific, bespoke support, through consultation with parents, the pupil may be registered as having a Special Educational Need and a Personalised Learning Programme will be written.

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.

### **Pastoral Support**

Staff ensure that the pastoral needs of all of our SEN children are met by supporting them with behaviour issues and additional pastoral needs. Regular pastoral meetings are held with the leadership team to identify need and plan intervention. Our nurture room and learning mentors provide children with a wide range of activities to support them in being ready for learning. Macaulay Primary Academy provides support for emotional and social development through weekly lessons, themed assemblies and close monitoring for all children. The pastoral team provide opportunities for children with SEN to express 'Pupil Voice' within the Academy.

### **Identifying and Supporting Special Educational Needs:**

Where it is determined, through consultation with the pupil and parents, that a pupil does have a SEN, the change of status will be added to the pupil's personal files. The aim of formally identifying a pupil with SEN is to help the Academy ensure that effective provision is put in place and so remove barriers to learning.

#### **Broad Areas of Need (CoP 6.28)**

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or physical needs

The support provided consists of a four – part cycle: Special Educational Needs Policy 2014

- 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 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 Academy'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 professional colleagues are already involved their work will help inform the assessment of need. We may request professional colleagues to carry out specific testing and the reports will be shared with both parents and class teachers.

## **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. Where professional colleagues from outside agencies are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents. Professional colleagues may support class teachers to plan intervention and for specific need through both meetings and reporting.

## **Do**

The class 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 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 – Monitoring and Evaluation of SEND**

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 teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development. They will collaborate to make 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 Academy or any other external agency, 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 application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Special Educational Needs Policy 2014 guidance
- Teachers
- SENCO
- Social Care
- Health professionals
- Educational Psychologist

Information will be gathered relating to the current provision provided, action points that have been taken, and the outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not 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 regarding the appeals process can be found by contacting SENART telephone-01472 323314

## **Working in partnerships with Pupils and Families**

Macaulay Primary Academy believes that a close working relationship with families is vital in order to ensure:

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

Macaulay Primary Academy is committed to working in partnership with families, children, and other members of the school community as well as outside agencies to provide for the needs of every child. The Academy recognises that parents have knowledge and experience that will contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Parents are invited to review meetings, Parents' Evening and to contribute to their child's mentoring record.

Information on support agencies, including SENDIASS (Barnardos), is available from the SENCO.

We can always be contacted for an appointment to discuss other concerns.

Parents can contact their class teacher at the beginning or the end of the day to make an appointment or by phoning or emailing the school office.

The SENCO: Chris Suich can be contacted through appointment at the Academy office.

Parents are kept up to date with their child's progress through parent's evenings, reviews meetings and reports at the end of each year.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the Local Authority Parent Partnership (SENDIASS) where specific advice, guidance and support may be sought.

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.

### **Supporting Pupils with Medical Conditions:**

The Academy recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Some children with physical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010

Some children may have special educational needs (SEN) and have an Education Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. (SEND Code of Practice (2014))

### **Links with other agencies and voluntary organisations**

Macaulay Primary Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO is the designated person responsible for liaising with the following:

- Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Cognition 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.

Mrs C.Suich SENCO

This policy will be reviewed annually.