



**SEND Policy
(Special Educational Needs and
Disability)**

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SENCO and Contact Information

Our school SENCo is Mrs L Taylor. She is responsible for managing the provision made for children with SEN. Mrs Taylor achieved the National Award for SEN coordination in July 2010, she is also the Head of School for KS2.

You can contact her on 01302 831307, or email Lindsey.taylor@shawwood.doncaster.sch.uk

Rationale

- At Shaw Wood Academy we aim to create a curriculum and environment in which all children, including those with special educational needs and disabilities, can develop physically, emotionally and intellectually at a pace which is suited to their individual need. All children are challenged and have equal opportunity to access the curriculum in order to realise their full potential.

Introduction

- At Shaw Wood Academy we provide a broad and balanced curriculum for all children. The National Curriculum (2014) is our starting point for planning which meets the specific needs of individuals and groups of children. When planning, teachers must set suitable challenges and targets for all the children.
- Where necessary, teachers and TAs support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.
- Children may have special educational needs or disability either throughout, or at any time during, their time at Shaw Wood Academy. This policy ensures that curriculum planning and assessment for children with SEN takes account of the type and extent of difficulty experienced by the child.

Aims

- To comply with the Special Needs and Disability Code of Practice as published by the DfE 2014.
- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career in order to develop their full potential and to value them equally irrespective of ability, disability, gender, race or background.
- To ensure that SEN pupils are fully integrated into the life and work of the school and are included.
- To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment, establishing parents help and support as early as possible to encourage them to work in partnership with school and other agencies to meet the needs of their children
- To ensure that all staff work together, liaising and sharing concerns about SEN to the benefit of all children and ensuring a consistent approach throughout the school

- To monitor and evaluate the children's progress, keeping accurate records of the strategies tried and the impact of interventions (provision mapping).
- To ensure that SEN pupils are involved, where appropriate in decisions affecting their future provision

Admissions

- At Shaw Wood Academy we do not discriminate against the admission of pupils on the grounds of SEN.
- There is a ramp giving access suitable for wheelchair users and two toilets suitable for use by the physically challenged.
- Shaw Wood Academy adopts a holistic approach and caters for children's emotional and behavioural development. Providing positive opportunities to promote growth in all areas of a child's development.
- There are regular meetings by the Inclusion Team where children who are considered to be at risk, emotionally, socially and/or educationally are discussed and strategies put in place in order to help the children overcome their difficulties. These are monitored and reviewed regularly.

Role of the SENCO

In Shaw Wood Academy the SENCO is managed by the Executive Head teacher.

The SENCO will:

- Manage the day- to- day operation of the policy
- Co-ordinate, the provision for and manages the responses to children's special needs;
- Advise colleagues.
- Monitor and maintain a record of the school's SEN children.
- Contribute to and manage the records of all children with SEN
- Monitor the impact of SEN support plans and the provision mapping.
- Liaise with any external support services, the executive head teacher and the inclusion team.
- Give strategic direction and development of the subject
- Lead and manage staff in this subject area.
- Effectively deploy resources in order to enhance teaching and learning within this area.
- Manage her own performance in order to maximise the potential of SEN through the life and work of the school.
- Keep abreast of current legislation and guidelines.

The role of the Governing Body

- The governing body determines the school's general policy and does its best to secure the necessary provision for any pupil identified as having SEN. The governors ensure that all teachers are aware of the importance of providing for these children.
- The Governing body has decided that children with special educational needs and disability will be admitted to the school in line with the school's admissions policy.
- The Governing body ensure the school has a person that is responsible for SEN and its implementation throughout school.

The role of Parents/Carers

- A child's parents have a wealth of knowledge and information about their child and are therefore an important link in the education of their child. They can provide a valuable source of support for their child's learning at home.
- At all stages of the special needs process, the school endeavours to keep parents fully informed and involved. Whenever possible, we do our best to take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

Participation and Consultation of Pupils

- Children in Shaw Wood Academy who are capable of forming views are involved and encouraged to express their opinions and receive information about their learning, targets and matters affecting them. This is done through using children centred support plans. We are aware that their views however should be given due weight according to their age, maturity and capabilities.

Identifying Special Educational needs

- In line with the Code of Practice 2014, our school identifies SEN under 4 areas:
 - Communication and interaction
This can include speech, language and communication difficulties and children with Autism Spectrum Disorder
 - Cognitive and learning
This can be when a child learns at a slower pace than their peers, even with appropriate differentiation. This can also be described as moderate or severe learning difficulties. This category also includes Specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

- Social, emotional and mental health issues
This can manifest itself in many ways, including becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Behaviours may reflect underlying mental health issues. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.
 - Sensory and physical needs
This may include visual impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI) and physical disability. All these will require additional resources and support.
- We use the above areas as a starting point for identification but also use our knowledge of the 'whole child'.
 - Behaviour will not be identified as SEN. Any concerns relating to a child's behaviour will be described as an underlying response to one of the above needs.
 - Some children might not be achieving to their full potential (or behind their age equivalent peers) but may not have SEN. Other underlying issues need to be considered:
 - Disability (under current disability equality legislation- this alone does not constitute SEN).
 - Attendance and punctuality
 - Health and welfare
 - English as an additional language (EAL)
 - Being in receipt of Pupil Premium
 - Being a looked-after child

A graduated approach to SEN support

Early identification of SEN is vital. The system of assessment in Shaw Wood Academy supports the early identification of a child's needs.

The class teacher or SENCo informs the parents at the earliest opportunity to alert them to concerns and enlist their help and participation. However parents are encouraged to raise issues if they are concerned. These issues will be investigated and appropriate action taken.

Support for children with Special Educational Needs

If a learner is identified as having SEN, we will provide support that is 'Additional to' or 'different from the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching' intended to overcome the barrier to their learning. This support is set out in the individual year group provision maps and SEN support plans.

Provision maps are planned and reviewed on an 8 weekly cycle linked to the whole school assessment cycle.

When providing support that is 'additional to' or 'different from' we engage in a 4 stage process: Assess, Plan, Do and Review.

Assess- this involves taking into consideration all the information from discussions with parents, the child, class teachers and assessments.

Plan- This stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on SEN support plans. They will form the basis for termly review meetings, held as part of parent/teachers consultations.

Do- providing the support- extra assistance for learning or learning aids- as set out in the plan.

Review- measuring the impact of support provided, and considering whether changes to that support need to be made. This is recorded on provision map and support plan. This stage then informs the next cycle, if necessary. Parents are informed through termly meetings or consultations. Children are informed of their progress towards targets during the half termly meeting and discussions. The children are also discussed during termly Pupil Progress meetings with the Senior Leadership Team (SLT).

This additional support, 'intervention' will be tailored to the child's needs, and will target the area of difficulty. This support may be provided in class or in another area of the school, on a 1:1 basis or as part of a small group of learners with similar needs. These interventions may be run by a teacher or a trained teaching assistant. The support provided, and its impact in class, will be monitored closely and shared regularly with the child and with their parents in school. For a small number of learners, their needs may require access to technology, e.g. Modified ICT equipment, recording devices etc.

SEN support

Strategies employed to enable the child to progress will be recorded within a SEN support plan . The support plan will be completed with the child using child friendly language.

The plan will include:

- The short term SMART targets set for the child, with the child's input.
- The teaching strategies to be used and the things the child will need to do.
- The provision- Who is going to help me and when? (This could include TA, teacher, voluntary and parental support)
- The review date and outcomes- How did I get on? (To be completed with the child)
- Dates and notes from parental meetings

The support plan will only record that which is different additional to, or different from, the differentiated curriculum and will focus upon usually two or three, individual targets that match the child's needs. It is shared with the parents. It will be reviewed at least termly and parent's views on their child's progress will be sought.

Assessing the Impact of Intervention

The interventions used will be those that are proven to make a difference for most learners. A baseline assessment will take place at the beginning of an intervention- this will provide the point of reference for measuring progress made by a child- and target outcome set. Regular

reviews will take place to ensure that the intervention is having the intended effect. Should progress be less than anticipated, consideration will be given to adapting the frequency and intensity. The termly reviews will involve the children and their parents, as well as the class teachers.

When difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with parental consent. This might involve: Speech and Language therapy services, Occupational Therapy, Physiotherapist, a specific advisory teacher (ASD Team, Visual and hearing impairment team), Educational Psychologist or Health services.

When a child has an Education, Health and Care Plan (EHC), there will be an annual review held in addition to the termly meetings, taking into account the views of the child, their parent, and all other professionals involved with the child.

Allocation of resources

Teachers are aware of the importance of early identification and tailoring provision to pupils' specific needs. Relevant information is kept by them in a SEN file kept in the classroom. All confidential information is kept in a filing cabinet in the school office. Relevant documentation is forwarded to a pupil's new school to ensure a smooth transition and continuing progress.

The Executive Headteacher and Governing Body is responsible for the strategic 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 and disability. The SENCO and class teacher ensures the appropriate timetabling of support meets the needs of identified children.

The Executive Headteacher consults with the governing body and the SENCO to agree how funding will be most effectively deployed to support children with special educational needs.

School request for Statutory Assessment (Education, Health and Care Plan)

While the majority of learners with SEN will have their needs met through the process described above, some may require an EHC needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC Plan.

Where a request for a statutory assessment (EHC) is made by the school to the LA, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time. The school will provide evidence of intervention, support progress and reviewed targets for the child. This information may include:

- SEN support plans and learning records for the pupil.
- Records or regular reviews and their outcomes.
- Records of current school provision maps and the impact.
- The pupil's medical history where relevant.
- The child's assessment data and progress

- Educational and other assessments, including the work completed with the Educational Psychologist.
- Involvement of other professionals such as health, social services or education welfare service.
- Views of parents and child [where appropriate].

Statutory assessment involves consideration by the LA, working co-operatively with parents, the child's school and as appropriate other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through the request by the child's school, from the parent or a referral by another agency. This may result in a child receiving an Education, Health and Care Plan (EHC Plan).

All EHC plans are reviewed at least annually with the parents, and where appropriate, the child, the class teacher, support staff, other professionals involved and the LA to consider whether any amendments are needed to the plan. If a child is in Year 5 the aim should be to give clear recommendations as to the type of provision the child will need at the secondary stage. The SENCo of the receiving school will be invited to attend the year 5 and final annual review in school, to allow the receiving school to plan for an effective and supportive transfer.

Staff Development

Through the systematic support and monitoring of teaching and learning of staff, individual and whole school strengths and weaknesses will be identified. Appropriate opportunities will be provided to meet the school's needs.

There will be regular in-house INSET led by the SENCo. The SENCo will guide, support and boost the confidence of other members of staff whilst monitoring the work covered in SEN.

Equal Opportunities

Shaw Wood Academy is committed to the inclusion of all pupils with SEN. All pupils are entitled to have access to all areas of the curriculum regardless of gender, religion, age, physical or academic ability. All our pupils should have the opportunity to fulfil their potential physically, academically, creatively and emotionally.

Equality Act 2010 (DFE)

Shaw Wood Academy will not discriminate against disabled children in their admission arrangements, in the education and associated services provided by the school for its pupils or in relation to exclusions from the school.

We will take reasonable steps to ensure that disabled children are not placed at a substantial disadvantage to those who are not disabled.

Our school buildings are accessible to physically disabled children and adults.

Complaints Procedure

Parents should discuss any problems with the class teacher, SENCo and Executive Headteacher in the first instance. Most problems are resolved in this way, particularly if parents maintain a regular contact with the school. If parents are still dissatisfied an approach to any member of the Board of Governors can be made, but if the matter still cannot be resolved, parents can make use of the formal arrangement for making complaints.

For details of the complaints procedure and for support relating to SEN and related matters please contact:

Doncaster Parent Partnership

Doncaster Council
Civic Office
Waterdale
Doncaster
DN1 3BU