



Co-op Academy
Portland

Co-op Academy Portland

Special Educational Needs Policy

This Policy was approved by the Governing Body: November 2018

Review Date: November 2020

Signature (Chair of Governors)

Signature (Headteacher)

Date:

SPECIAL EDUCATIONAL NEEDS POLICY DOCUMENT

CONTENTS

1. Introduction
SECTION 1 – Contact numbers
SECTION 2 – Information about SEND
2. Philosophy and Principles
3. Aims and Objectives
4. Management and Administration
5. Assessment, Recording and Reporting
6. Resources for SEND
7. Review Strategy
8. Background Documentation/Support
9. Complaint Arrangements

1. INTRODUCTION

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

- Have different educational and behavioural needs and aspirations.
- Require a variety of strategies for learning.
- Learn at different rates.
- Need a range of different teaching approaches and experiences.

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 their senses and of varied 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.

At Portland we strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. Where a child has a particular need e.g. wheelchair access the governors will make reasonable adjustments to ensure the child's needs are fully met.

If a child transfers to the school with an EHCP then the continuation of support will be negotiated with the appropriate officer of the LA to ensure their needs can be met.

SECTION 1 – SCHOOL CONTACTS

Mr P Crossley – Head teacher – 0151 652 5124

Mrs. J. Gooding – SENCO – 0151 652 5124

Mr Pete Smith - SEND Governor - 0151 632 3201

Appointments can be made by contacting the school office on the above number.

SECTION 2 – INFORMATION ABOUT SEND

From September 2014 The Children and Families Act provides for a clear and transparent “Local Offer” of services for children with SEND. This website can be found on Portland Primary website in the SEND section. More information about the Local Offer is available from Chapter 4, The Local Offer; in the 0-25 SEND Code of Practice.

The Children and Families Act 2014 states 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 him or her. Children and young people who have SEN may also have a disability under the Equality Act 2010. Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review. More information may be found in the 0-25 SEND code of Practice.

The Children and Families Act 2014 for pupils with Special Educational Needs and Disability concurs with the aims of Co-op Academy Portland , which are:

- To provide an environment in which each child's potential can be realised and developed to the full with a focus on cooperation between education, health and social care.
- To provide a focus on the outcomes of the needs of a child with SEND. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.
- To provide a safe and happy school.
- To provide committed and caring staff with a range of expertise and interests.
- To provide classes as small as funds and buildings permit.
- To promote a partnership approach with parents to enable us to work towards common standards, with challenging learning targets for the pupils.
- To educate the children so as to equip them with the necessary elements of literacy, numeracy and general knowledge to form a firm foundation for future schooling and adult life.
- To follow the New Curriculum in accordance with national schemes and to make changes as and when necessary without detriment to the children.

Co-op Academy Portland accepts the Wirral policy for Gifted and Talented Children. A copy of this is kept in school along with a register of these children.

2. PHILOSOPHY and PRINCIPLES

In our school we encourage children to take responsibility and make decisions. This is part of the culture of our school and relates to children of all ages. We also recognise the importance of children developing social as well as educational skills.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at Portland. The ways in which we encourage them to participate reflects their emerging maturity. Confident, independent young people, who know that their opinions will be valued and who can practise making choices, will be more secure and effective children during their school years.

At Portland we encourage children to participate in their learning. We encourage them to be independent thinkers and to understand what they can do to improve their work. For children with SEND this includes discussing strategies for their personal success and enabling them to progress at the same rate as their peers. Where appropriate, we encourage SEN children to take part in reviewing their own progress and in setting new goals and challenges.

Principles Underlying the Code

The 0-25 SEND Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEN or disabilities. These include:

- Taking into account the views of children, young people and their families.
- Enabling children, young people and their parents to participate in decision making.
- Collaborating with partners in education, health and social care to provide support.
- Identifying the needs of children and young people.
- Making high quality provision to meet the needs of children and young people through Quality First teaching.
- Focusing on inclusive practices and removing barriers to learning.
- Helping children and young people to prepare for adulthood.

More information on the principles that underpin the Children and Families Act can be found at Chapter 1, Principles, in the 0-25 SEND Code of Practice.

Definition of SEND

What are special educational needs? At Co-op Academy Portland we recognise that any child at any time may require extra support. There may be many reasons for this, including learning difficulties, physical disabilities, emotional or behavioural difficulties or the possession of special aptitudes that need to be nurtured. Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However they may be an indicator of a range of learning difficulties or disabilities and need to be investigated further.

The Disability Discrimination Act identifies that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require provision. A child with asthma or diabetes, for example may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required and make the appropriate provision based on their identified needs.

More information can be found in the introduction to the 0-25 SEND Code of Practice and in Chapter 6, Schools in the Code (paragraphs 6.14 to 6.35).

Under the provisions of the Children and Families Act 2014 there is now a graduated approach to supporting pupils with SEN or disabilities. Where a pupil is making less progress than expected, the first response to such progress should be high quality teaching targeted at their area of weakness. At Portland the child at this stage will be placed on a Support Plan. If the lack of progress continues, while evidence is being gathered (including the views of the pupil and parents) the school will put in place rigorous interventions designed to secure better progress and the pupil will be placed on a Personal Support Plan followed if necessary by an Additional Support Plan .

Most children with SEND will be in mainstream schools with no **Additional Support Plan** or **Education Health Care Plan**. Some, of course, will be on the school SEND register with either an ASP or EHCP. Consistent with the aims above, children with SEND should have access to as broad and balanced a curriculum as other children in the school. Differentiation of approach and materials will be necessary to address the needs of individual children. As a school we will strive to ensure that any services commissioned are suitably supported to deliver positive outcomes for the children with SEND.

What is not SEND but may impact on progress and attainment

There are factors that may impact on progress and attainment but do not on their own warrant a child being identified as having Special Educational Needs, they are;

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation- these alone do not constitute SEN).
- Attendance and Punctuality.
- Health and Welfare.
- EAL.
- Being in receipt of Pupil Premium Grant.
- Being a Looked After Child.
- Being a child of a Serviceman/woman.

Duties of Governors

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. There should be a member of the school’s governing body or a sub-committee with specific oversight of the school’s arrangements for SEN and disability. At Portland our **SEND Governor is – Mr Pete Smith.**

School leaders should regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.

The SENCO, head teacher and governors should establish a clear picture of the resources that are available in school. This will enable the school to provide a clear description of the types of special educational provision they normally provide and will help parents and other to understand what they can normally expect the school to provide for pupils with SEN. The governors ensure that all teachers are aware of the importance of providing for children with SEN. The governing body ensures that the parents or carers are notified by the school that SEN provision is made for their child.

For more information see Chapter 65, schools, in the 0-25 SEND Code of Practice.

3. AIMS AND OBJECTIVES

Through the school’s SEND policy we aim to

- Create an environment that meets the special educational needs of each child.
- Maintain the individuality of each child and that our children have a voice in the process.
- Provide an environment that stimulates and motivates all pupils whatever their ability, so that all children are given the opportunity to achieve their full potential in all aspects of the curriculum.

- Provide access to a balanced and broadly based curriculum through differentiated approaches and varied teaching styles thus providing a range of learning opportunities to suit individual needs such that children with SEND are integrated into the school as a whole.
- Identify, assess and provide for children with SEN.
- 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 achieve a level of staff expertise to meet pupil need.
- To meet pupil need through a wide range of provision.
- Use the graduated approach to meet children's needs.
 - Have available an up-to-date register of children in three categories:

(a) Those being monitored on Support Plans but not actually assessed as having SEND.

(b) Those children who have been assessed as having a SEND. These children will be on the SEND register with either an Additional Support Plan or with an Education Health Care Plan, detailing interventions, expected outcomes and timescales for the targets to be met, whether physical, emotional, behavioural or learning difficulties.

More detailed information on what constitutes good outcome setting is given in Chapter 9, Education and Health Care needs assessments and plans, of the 0-25 SEND Code of Practice (paragraphs 9.64 to 9.69).

(c) Those children who have been identified as being Gifted and Talented.

- Involve parents in the education of their child during all stages of the SEND process including the writing of Person Centred Plans with the child. This will enable pupil and parent participation to take place in target setting and review from the onset.
- Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute at home.

We recognise

- The importance of pre-school experiences; learning through play and physical experiences should be built upon, not displaced.
- The importance a child's home life plays in learning, and the need to keep a dialogue maintained between home and school.
- The importance of good school influences in promoting tolerance, responsibility and good citizenship.
- The need for good adult roles demonstrating real equal opportunities and inclusive attitudes.
- The necessity for high quality and differentiated planning, teaching and evaluation of all aspects of the curriculum.
- Parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's developments.

We ensure that

- Teachers are aware of the importance of identifying and providing for those pupils who have SEND.
- Any pupil with SEND joins in the activities of the school together with their peers, so far as is practical and compatible with each pupil's special educational provision, the efficient education of other children in school and the efficient use of resources.
- We make all necessary provision for any child with SEND through early identification, assessment, monitoring, record-keeping, review and the use of the appropriate outside agencies.

4. MANAGEMENT AND ADMINISTRATION

Management of SEND within School

The head teacher and governing body have delegated the responsibility for the day to day implementation of the policy to the SENCO, Mrs J Gooding who has Qualified Teacher Status and also holds the National Diploma for Coordination of Special Educational Needs.

All teachers are teachers of special educational needs. Staff show a positive and sensitive attitude to those pupils who require support and Teaching Assistants also play a major role in the support of pupils with SEN. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

At Portland, all staff share the responsibility for children with SEND, assisted and supported by the SENCO and, when appropriate, outside agencies.

The SENCO has responsibility for

- Day to day operation of the school's policy.
- Liaison with staff and advising on the school's SEND procedures.
- Co-ordinating provision for children with SEND.
- Maintaining the school's SEND register and tracking SEND children's progress in core subjects as they go through the school.
- Overseeing the drawing up of Support Plans, Additional Support Plans and Education Health Care Plans in conjunction with the class teacher, child, parent and relevant outside agencies.
- Ensuring that reviews are carried out regularly.
- Liaison with parents, in conjunction with class teachers and/or head teacher.
- Contributing to INSET.
- Liaison with representatives of external agencies when necessary: these include SENAAT, Educational Psychologists, health and social services, speech and language services, school nurse, educational welfare services and voluntary bodies.
- The SENCO is responsible for keeping records regarding pupil progress, a focus on outcomes and a rigorous approach to monitoring and evaluating any SEN support provided.

More information on record keeping and provision management is given in Chapter 6, Schools, in the 0-25 SEND Code of Practice (paragraphs 6.72-6.78).

Curriculum support

All children are entitled to a broad and balanced curriculum, which is differentiated to enable them to;

- Understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning intentions; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Intervention Plans employ small steps approaches and feature significantly in the provision we make in the school. By breaking down the existing levels of attainment into finely graded steps and outcomes, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same experiences that their peers enjoy. Wherever possible we do not withdraw children from the classroom. There are times however when to maximise learning we ask children to work in small groups, or in a 1-2-1 situation outside the classroom.

The SENCO may liaise with the class teacher to provide support material for use in the classroom. This may be planned in advance or as a response to particular needs as they arise.

Where children have specific difficulties, particularly in literacy or numeracy, withdrawal time may be provided with TAs in the form of Precision Teaching or Targeted Interventions. We also have various intervention programmes including WellComm speech and language programme, and Gilbrook Outreach programme.

Precision Teaching

This will occur if a child has experienced difficulties within the classroom on a particular topic. It will occur on the day the difficulties are apparent or as soon as possible after that. This should be an immediate intervention and should ensure that the child is able to access next part of the topic. This will normally be delivered by a TA under the guidance of the teacher.

Targeted Intervention

This is a longer term support plan for children who;

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/social difficulties which are not affected by behaviour management strategies.
- Have sensory/physical problems, and make little progress despite extra provision being used.
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

Links with parents

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. Parent/carers contribution to their child's education is valued highly by the staff of the school. The school works closely with parents/carers in the support of those children with SEN. The school aims to work in partnership with parents and carers.

We do so by

- Informing parents/carers of a concern.
- Liaising with the parents to inform them of the work being carried out, and at the time of their child's review.
- Keeping parents/carers supported during assessment and any related decision-making regarding the SEN process.
- Working effectively with outside agencies to support children and their parents.
- Giving parents/carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Providing information in an accessible way.
- Encouraging dialogue regarding the needs and difficulties their child may be experiencing and instilling confidence that the school will listen and act appropriately.
- Focussing on the child's strengths as well as areas of additional need.

Most parents willingly cooperate in supporting their child in activities to be carried out at home. These may include reading-related work, spelling, visual memory games and motor control skill work. Parents are asked to encourage, or develop, a love of books and to hear their child read daily if possible.

For some parents a diary notebook is used to provide a means of exchanging information regularly. There is a clear relation between the amount of regular parental support and the progress made.

Links with other schools

Close links are maintained with support services to ensure that the school make appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENCO or class teacher will make the necessary arrangements and discuss with parents/carers accordingly. These agencies include The Educational Psychologist, SENAAT, SALT (Speech and Language Therapist) Gilbrook Outreach Team and health professionals. Any or all of these agencies may be involved in the construction, delivery or review of targets set in children's Individual Education Plans to ensure children's attainment is raised.

When SEND pupils transfer to other schools, information is forwarded about progress, attainments, particular needs and strategies used. Whenever possible the SENCO makes personal contact with the appropriate members of staff in the new school to facilitate the transition. Links are maintained to ensure a smooth transfer on school entry, particularly when transferring to secondary school and SEN children are supported through this by their class teacher, SENCO and friendship groups to ensure they have a smooth transition.

5. ASSESSMENT, RECORDING AND REPORTING

We accept the principle that pupil's needs should be identified and met as early as possible. Identification of children with SEND is carried out through the regular staged assessment and screening procedures and can include various aspects of work, behaviour, social relationships or physical well-being. In addition evidence is gained from checklists and assessments regularly used by school: This begins with observations and assessments by the class teacher these include the, SATs, NFER (Reading and non-verbal), Salford Reading, Vernon spelling tests, Dyslexia Identification and ADHD checklists. Schools must cooperate with the local authority in carrying out needs assessments of pupils, and in the development and review of Education Health Care Plans.

Where a pupil is identified as having SEN the support should take the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the needs of the pupil and what supports the pupil in making good progress. This is known as the graduated approach.

The SENCO and class teacher work closely with parents and carers to plan an appropriate programme of support for those identified as SEN. The SENCO maintains the overview of the pupils receiving interventions.

Monitoring Pupil Progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which;

- Narrows the gap between pupil and peers
- Prevents the attainment gap widening
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills.
- Shows improvements in pupil's behaviour.

Record Keeping

The school will record the steps taken to meet the pupil's individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil profile may include;

- Information from parents
- Information on progress and behaviour
- Information from external agencies including health/social services

More information on each stage of the graduated approach is given in Chapter 6, Schools, in the 0-25 SEND Code of Practice (paragraphs 6.45 – 6.56).

SUPPORT PLANS

Most pupils' needs will be met through Quality First Teaching within the differentiated class. When a class teacher identifies a child with SEND the class teacher registers concern with the SENCO and adopts strategies to meet individual pupil's difficulties. The pupil will be placed on a Support Plan and will usually attend intervention sessions. In conjunction with the child and parent the class teacher will write a Person Centred Plan for that child highlighting the strength and difficulties the child experiences and together with the parent will agree on strategies to allow the child to progress. The Support Plan describes interventions that are different from and additional to the class's usual differentiated curriculum. At this point the child is not placed on the SEND Register. The Support Plan will be reviewed at least twice a year.

When setting targets, the following will be borne in mind:

- The ways in which the child's needs can be met by using existing resources within school.
- The views of the relevant members of staff and parents.
- The views of the child.

Additional Support Plan

If, after two or more review periods following Support Plan interventions, the child is not making adequate progress, a move to an Additional Support Plan may be necessary. The Additional Support Plan will have specific, measurable, achievable targets which describe that which is additional to and different from the differentiated curriculum plan in place for all children. The focus will be on setting targets with achievable outcomes. SENCo will arrange a meeting of all professionals listed on the Additional Support Plan and together they will decide on the additional provision the child requires and will detail the desired outcomes of the targeted support within a given timescale.

Education Health Care Plan

The Education Health Care Plan may be requested by the school if the child has demonstrated significant cause for concern and has been reviewed at least twice against the desired outcomes of the Additional Support Plan. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made the expected progress, school or parents should consider requesting an Education, Health Care needs assessment. This will only be requested for a very small minority of children who may have significant needs that require immediate specialist assessment and interventions which the school is unable to provide. The local authority will expect to see evidence of action taken by the school as part of SEN support. See Education, health and care needs assessment plans).

Children with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical 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 also have special educational needs (SEN) and may have an EHCP which brings together health and social care needs as well as their special educational provision. Here we would follow the guidelines as laid out in the SEND Code of Practice (2014).

Children who are being monitored or assessed as having SEND are reviewed regularly throughout the year. Some pupils' provision will need to be reviewed more frequently than others because of specific needs or maturity.

A pupil may join or leave the SEND Register at any time during the school year as appropriate. Some pupils will make accelerated progress through well targeted interventions and will meet ARE Age related Expectations). These pupils will be removed from the SEND register when it is next reviewed and parents will be informed of the progress and removal from the register.

Pupils are encouraged to identify their own strengths and weaknesses and to be part of planning strategies to help themselves.

Parents are kept informed at all times. They play a very important part in deciding the best way forward for their child and their input is greatly valued.

Pupil Funding Agreement

The Pupil Funding Agreement is a way of providing timely additional resources to schools to support an individual pupil's needs without having to carry out an Education, Health and Care Needs Assessment and without having to issue an Education Health and Care Plan. The school will make an application to the Local Authority for a Pupil Funding Agreement if a pupil requires additional support and evidence indicates that the pupil's needs remain significantly greater than his/her peers. Applications will be accompanied by key evidence from the school of support arrangements currently in place, the impact that this support has made and how additional funding will further enhance provision.

The PFA will be reviewed annually by the school and will remain in place as long as evidence indicates that the pupil's needs remain significantly greater than his/her peers and the additional funding ensures the child continues to make progress towards their outcomes.

6. RESOURCES FOR SEND

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.

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

Most of the resources used by children having special educational needs are available within the classroom. Money may be spent on further additional resources, staffing costs and time allocated to the SENCO to manage the support for special educational needs and meet the objectives of this policy.

7. A REVIEW STRATEGY FOR SEND

When a child has an EHCP the school will carry out an annual review which parents/carers and any other relevant agency will be invited to attend. The SENCO will organise these reviews.

The SENCO monitors the movement of children within the SEN system in school.

The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCO is involved in supporting teachers involved in drawing up Support/Additional Support Plans.

The SENCO and the named governor with responsibility for special needs also hold termly meetings.

The governing body reviews this policy regularly and considers any amendments.

The SENCO reports the outcome of the review of interventions annually to the governing body.

8. BACKGROUND DOCUMENTATION/SUPPORT

- If you need any help with SEND please make an appointment to see the Head teacher or SENCO. Details are in Section 1 of this document.
- This document and other related documents can be found on the school website or alternatively a copy can be requested through the School Office.
- The school Bullying Policy can also be found on the school website and lists the steps that are taken to ensure and mitigate the risk of bullying of vulnerable learners at Portland.

SEND training and resources

A breakdown of SEND expenditure is produced annually by the Head teacher and presented to Governors. SEND is funded from a variety of sources including school funds and Pupil Premium grants.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with SENCO to explain the systems and procedures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

Each year SENCO observes interventions and evaluates the impact, this is reported to governors along with any identified staff training needs or requests. All staff are encouraged to regularly undertake training and development and also attend staff meetings led by SENCO.

SENCO regularly attends SENCO cluster meetings in order to keep up to date with local and national updates in SEND.

9. COMPLAINT ARRANGEMENTS

All state funded schools are required to have a procedure to deal with complaints regarding SEND provision. This does not include complaints relating to EHC plans, which pupils and their families should take up with the local authority that issued the plan. If parents are not in agreement with the special needs provision being offered to their child, they have a right to make a complaint. In most circumstances parents should raise their concerns, in ascending order, with the class teacher, SENCO, head teacher and finally the governing body. The governing body should make efforts to ensure that anyone who wishes to make a complaint in relation to children and young people with SEND, whether they have EHC plans or not, is treated fairly, given the chance to state their case, provided with a written response and informed of their appeal rights.

Further details on making a complaint is given in Chapter 11, resolving disagreements, in the 0-25 SEND Code of Practice.

Information about making complaints to the Department for Education's School Complaints Unit is available from GOV.UK website.