

SEND Policy

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (March 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for school DfE Feb 2013
- SEND Code of Practice (March 2014)
- Safeguarding policy
- Accessibility Plan
- Teachers Standards (2012)

This policy was created by the schools SENCO, the SEN Governor, SLT, all staff and parents of pupils with SEND in line with the new Code of Practice guidance.

Aim

The 2014 Code of Practice outlines a new approach to SEND provision. This system came into place in September 2014 and includes the following key changes:

- SEN statements are currently being replaced with Education, Health and Care plans (EHCP), which support children from birth-25 years. All transfers will be complete by 31st March 2018
- Children's SEN are described in the following four broad categories:
- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory
- Children and their families are placed at the centre of discussions with a particular focus on a child's own views and aspirations and the parents' experience of, and hopes for their child.
- Teachers are expected to deliver 'Quality First Teaching'.

Defining SEND

The 2014 Code of Practice says that a child or young person has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools (SEND Code of Practice: 0 to 25 Years– Introduction xiii and xiv).

This policy is intended to reflect the practice and aspirations of the whole school and reinforce its commitment to supporting pupils who have special educational needs and disabilities. It is designed to be a working reference document as well as a statement of intent. It is accessible to all members of the school community. A copy is available on the school website for parents. The effectiveness of the school's work on behalf of children with special needs is reported each year in the Governors' Annual Report to Parents. The policy is subject to a regular cycle of monitoring, evaluation and review. Throughout this document unless otherwise stated; Springwell Learning Community means the staff, pupils, parents and governors. SEND stands for special educational needs and disabilities.

Our school is a place where:

We aim to provide high quality teaching, learning and pastoral care within a welcoming, vibrant and safe environment where all children are given a wide range of opportunities to achieve their full potential. We want our children to become confident, independent and successful individuals who have all the skills necessary to equip them for the future.

Specifically at Springwell Learning Community we aim for each and every child to become;

- An individual is valued and respected and suitable learning opportunities are created for all.
- Future citizens are nurtured and prepared for the future in both the world of work and society.
- Everyone is safe, physically and emotionally.
- We are all encouraged to make a positive contribution.

We also aim to;

- Provide a safe, happy and caring environment for all
- Promote high standards of learning, achievement and behaviour for all
- Establish a broad, balanced and exciting curriculum that supports the development of social and emotional skills and a love of learning
- Enable all learners to develop in-depth knowledge, understanding and skills to the best of their ability
- Value, support and celebrate the many different ways that children can learn and achieve their full potential
- Value diversity within our school, community and the wider world
- Respect the rights and views of others and acknowledge our own responsibilities as citizens
- Consider the effects of our actions on the environment and promote more environmentally friendly practices

Much of this special needs policy is concerned with provision, partnership and practical support. Through implementation of this policy we aim to enable pupils with Special Educational Needs to reach their full potential, to be fully included in the school community and to make a successful transition to the next stage of their education.

Partnership with Parents

The school works hard to build positive and constructive relationships with all its parents. The school has a Home School Partnership Agreement which all parties (pupils, parents and the Principal on behalf of the staff are asked to sign).

The school recognises that all parents of children with special educational needs and disabilities should be involved as partners who should feel that they can play an active and valued role in their child's education. The school tries to actively involve them in the educational process and to take account of their feelings and perspectives on their child's development. All staff are asked to bear in mind the particular pressures that a parent may be under because of the additional social emotional and mental health needs of a child.

To make communications with parents as effective as possible the school endeavours to:

- Recognise the personal and emotional investment of parents and be aware of their feelings;
- Focus on the children's strengths as well as areas of additional need;

- Ensure that parents understand procedures, are offered support in preparing their contributions and are given documents to be discussed well before meetings;
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints;
- Respect the differing needs parents themselves may have, such as a disability or communication barrier, and
- Recognise the need for flexibility in the timing and structure of meetings.

Identification

There are two stages within the identification and assessment process:

1. School SEND Support
2. Education, Health Care Plans

Springwell Learning Community comprises two separate Academies one is a Special Academy catering for pupils in Key Stages 2-4 with Social, Emotional and Mental Health Difficulties (SEMH). Places at our Academy are commissioned by Barnsley Local Authority and determined by the Fair Access Panel (FAP) in consultation with our Executive vice Principle. All pupils admitted to the school have undergone a statutory assessment and have a Statement of Special Educational Needs (SEN) or an Education Health and Care Plan (EHCP). Springwell Special Academy has 3 qualified NASCO SENCO's.

EHCP (Special Academy)

We are aware that there are other needs that may require additional support. These are not considered SEN but may still impact on progress and attainment:

- Disabilities and medical conditions
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a looked after child (LAC)
- Being a child of a serviceman/women
- Any other underlying reason that requires a response.

Our second academy is an Alternative Academy (AA) commissioned by Barnsley Local Authority. This caters for young people have been permanently excluded and coming to us as part of the 6th day provision. The AA accepts pupils in Key Stages 2 – 4. Each student once on role is placed on the SEN register at SEN Support so that an accurate assessment of need can begin. None of the pupils have an Education, Health and Care Plan (EHCP).

School SEND Support (Alternative Academy)

Teachers or other staff who have concerns about a particular pupil at any point during the year are asked and encouraged to discuss these concerns as soon as possible with your centre lead teacher and SENCO. The basic criteria for referral is that the teacher feels that, despite receiving differentiated learning opportunities, the pupil:

- makes little or no progress even when teaching approaches are targeted particularly at the pupil's identified area of weakness
- shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas
- presents emotional and/or behavioural difficulties which are not ameliorated by the usual behaviour management techniques employed within 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.

The teacher therefore feels that the pupil requires help over and above that which is normally available within that subject.

Methods of identification used on an ongoing basis include:

- Teacher observation and continuous assessment in accordance with the school assessment policy
- Pupil performance against age related expectations
- Internal testing of literacy, numeracy, reading and spelling.

Whenever a pupil is referred in this way the SENCO records concerns and subsequent action. This may include communication with parents (it is important that this happens at this stage if this has not already taken place), discussion with colleagues, use of internal screening materials, and contact with outside professionals (e.g. health or social services where applicable), collection of further information, further assessment, monitoring and review and/or the provision of extra support.

Testing is normally carried out upon entry to Springwell Learning Community using Boxall Profile, Springwell Learning Map, Wellbeing tracker, Pathway Tracker and standardised Reading tests (WRAT3). These tests will usually confirm which pupils have problems with reading, writing, spelling or numeracy. Provision for students on the SEND register will be recorded on the SEND provision map.

The school is also open and responsive at all times to expressions of concern by parents and will take account of and respond to any information that parents or the pupil themselves might provide.

Referral for statutory assessment.

Where pupils show significant cause for concern and have failed to respond to previous intervention, over a reasonable period of time (e.g. at least three terms), the SENCO will discuss with the pupil's parents and with the Educational Psychologist whether or not the pupil should be referred for statutory assessment that will decide whether or not to issue an Education, Health Care Plan. The school will state the reasons for making the request and submit all the evidence required as laid out in the SEND Code of Practice.

The LA will then decide whether or not to carry out the assessment and inform all relevant parties of the outcome in accordance with the Code of Practice; 0- 25 and other relevant legislation.

Intervention

Following identification of special needs, the SENCO and the pupil's class teachers decide on the action needed to help the pupil in the light of their earlier assessment. Parents are informed what action is being taken and why it is considered necessary.

This does not always involve the deployment of extra staff to enable individual or small group support to be given to the pupil. As currently we have a high ratio of staff to students.

In many cases a more appropriate approach might be to provide different learning materials or special equipment, to devote extra time to devising the nature of the planned intervention and to monitoring its effectiveness or to carry out staff development and training aimed at introducing more effective strategies.

The role of the SENCO

The SENCO, in collaboration with the leadership team and the governing body, plays a key role in helping to determine the strategic development of the SEN policy and provision within the school, to improve the outcomes of the students. They take the day to day responsibility of the operation of the SEN policy, working closely with staff, pupils, parents, carers and outside agencies. The SENCO also provides related professional guidance to colleagues with the aim of securing high quality teaching and provision across the school. Through INSET and outside professional input, further guidance and training is disseminated to staff.

The SENCO, with the support of the leadership team, seeks to develop effective ways of overcoming barriers to learning through the analysis and assessment of pupils needs and through setting targets

for improvement. They will ensure that resources are allocated effectively and used to maximum effect.

Monitoring, Evaluation and Review

Monitoring and evaluation will be carried out by the Head teacher and SENCO in conjunction with Teaching staff and Education Teaching Assistants. The effectiveness and efficiency of the Policy will be discussed at Staff meetings, Leadership Team meeting, in conjunction with parents via Family Learning day, in conversation between the SEN Governor and the SENCO. Alterations to practice may be made following such. A written review report will be submitted by the Head teacher once a year to the Policy and Curriculum Committee of the Governing Body.

Complaints

If parents are unhappy with the SEN provision for their children they are asked to talk with the Head teacher about their concerns. If the concerns cannot be resolved through the Head teacher, parents are advised to complain to the Chair of Governors. A full copy of the Complaints procedure is available in school.

SEN Governor
SENCO
Head teacher
Policy Review Jan 2020