

GREAT BARR ACADEMY

A SPECIALIST SCIENCE COLLEGE



IGNITING
POTENTIAL



SEND POLICY

To be read in conjunction with the SEND Report



Great Barr Academy - SEND Policy

Member of Staff Responsible for Policy	Mrs I Abrahams
Review committee	Mrs I Abrahams – Headteacher Mr P Hull, Vice Chair of the Governing Body Mr L Crowe, Chair of the Governing Body Mr A Williams, Deputy Headteacher (Pastoral) Mr C Randle, SENCo
Approved Body	The Academy Council
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SEND POLICY FOR GREAT BARR ACADEMY

Equal Opportunities

At Great Barr Academy we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

Aims and Objectives

The aims of this policy are:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN
- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- To make clear the expectations of all partners in the process
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To ensure support for pupils with medical conditions, full inclusion in all school activities by ensuring consultation with health and social care professionals
- To identify the roles and responsibilities of all staff in providing for children's special educational needs
- Through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- To work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

Great Barr Academy has a named SENCO and a named Academy Councillor responsible for SEN. They ensure that the Great Barr Academy Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

The Role of the Academy Council

The Academy Council challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The Academy Council has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The Academy Council reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full Academy Council.

What are Special Education Needs?

At Great Barr Academy it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. At Great Barr Academy we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person but also areas such as:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

We use our best endeavours to secure **special educational provision** for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new SEND Code of Practice; 0-25 (September 2014), i.e.

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person to be treated as special educational provision.

Code of Practice 2014

This SEN policy details how, at Great Barr Academy, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. The Academy Council, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

The school will assess each child's current attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

The Role of the SENCO and what Provision Looks like at Great Barr Academy

The Special Educational Needs Co-ordinator's (SENCO) responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with and advising fellow teachers
- Overseeing the records of all children with SEN
- Liaising with parents of children with SEN
- Contributing to the in-service training of staff
- Liaising with local Secondary schools so that support is provided for Y6 pupils as they prepare to transfer
- Liaising with external agencies including the LAS's support and educational psychology services, health and social services and voluntary bodies
- Co-ordinating and developing school based strategies for the identification and review of children with SEN
- Monitoring the progress of children on the SEN register through regular classroom observations

Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This might lead to the conclusion that the pupil requires help **over and above** that which is normally available within the particular class or subject. The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening
- Closes the attainment gap between the child and his peers
- Better the child's previous rate of progress

- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour

In order to help children with special educational needs, Great Barr Academy will adopt a graduated response. We first, assess needs, we then plan for this. We put provision in place and we then review it to see if it is successful (**Assess, Plan, Do and Review**). This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through use of an IP (Individual Plan) and provision map and the SENCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for an **Education Health and Care Plan**, we will provide the LA with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. **Additional Support** will be put in place and monitored for a period of up to 6-12 weeks. This support is recorded on the school's **Provision Map** and discussed with parents at parents evening meetings. If no progress is noted after this time the child **may** be added to the school SEN register and will receive **Enhanced Support**. The class teacher after discussion with the SENCO will then provide interventions/support that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be recorded on an Individual Plan (IP). These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENCO, parents and child.

Reasons for a child being added to the SEN database may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particular in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent social, emotional or mental health difficulties which are not improved by the techniques usually employed in 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

Partnership with Parents

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

As a school we strive to use person centred approaches and acknowledge that children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process. The school website contains links to our policy for special educational needs, the **Special**

Educational Needs Information Report including the arrangements made for children in our school with special educational needs.

At all stages of the special needs process, the school keeps parents fully informed and involved. We 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 and have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents always have access to the SENCO and parents and children have access to the school website which has a section dedicated to Special Educational Needs.

The Nature of Intervention and Support

The SENCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments/observations. This may include:

- Differentiated learning materials or specialist equipment
- Some group or individual support, which may involve small groups of children being withdrawn to work with the SENCO; or, with TA support or other specific interventions. Details of which can be found on our website
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness
- Staff development and training to introduce more effective strategies

After initial discussions with the SENCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and SENCO and they will have specific time slots to discuss individual targets and progress with the SENCO on termly basis.

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP or other target system continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or social skill difficulties which regularly and substantially interfere with the child's own learning or that of the class group

- Has sensory or physical needs and requires additional specialist equipment or regular advice or by visits by a specialist service
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- Despite having received intervention, the child continues to fall behind the level of his peers

Monitoring and Evaluation

The SENCO monitors the movement of children within the SEN system in school and provides staff and councillors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up Individual Plans for children. The SENCO and the Head teacher hold regular meetings to review the work of the school in this area. In addition, the SENCO and the named Academy Councillor with responsibility for special needs also hold regular meetings.

School Request for an Education Health and Care Plan (from September 2014)

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual plans and targets for the pupil
- Records of regular reviews and their outcomes
- Records of the child's health and medical history where appropriate
- Attainment in literacy and numeracy
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist
- Views of the parents

An Education, Health and Care Plan is for children and young people who have special educational needs and disabilities and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals. It is available from birth to 25.

It is a new way of providing support that puts children, young people and families at the centre of the assessment and planning process, to make sure that their views are not only heard but also understood. The new process focusses on what is important for children and young people, i.e. what they and you want to achieve now and in the future.