



Special Educational Needs and Disabilities
Policy



Review Framework

This policy should be reviewed annually (or sooner in the event of revised legislation guidance)

This policy was updated on

Next review date:

Approved by Chair of Governors:

Date:



This policy has been formulated with regard to the 204 SEN Code of Practice: 0-25 Years, the Equality Act 2010 and the Children and Families Act 2014.

At Sir Martin Frobisher Academy, we have high expectations and set suitable targets for all pupils.

In this school a special educational need is defined in accordance with the 2014 Code of Practice: 0-25 Years.

All pupils are entitled to access the full school curriculum and to take part in every aspect of school life, unless there is a specified modification or disapplication outlined in a pupil's Education and Health Care Plan.

Terms:

- SEND refers to a Special Educational Need and Disability

A person has SEND if they have a learning difficulty or disability which 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 the facilities of a kind generally provided for others of the same age in mainstream schools – 2014 SEN Code of Practice: 0-25 Years – Introduction xiii and xiv

Objectives:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with additional and special educational needs.
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard.
- To value and encourage the contribution of all pupils to the life of the school.
- To work in partnership with parents and carers.
- To communicate with the Governing Body to enable them to fulfil their monitoring role regarding the Policy Statement for additional and special educational needs.
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils



Responsibilities

The Special Educational Needs Co-ordinator (SENCO), in collaboration with the Head of School, Executive Head and Governing Body, takes the responsibility for the operation of the SEND policy and the co-ordination of special educational needs provision, working closely with staff and parents/carers, The SENCO also provides professional guidance to colleagues to secure high quality teaching for pupils with SEND.

At Sir Martin Frobisher Academy, the SEND/ Pastoral Support Team comprises:

SENCO	Priscilla Wadsworth
Designated safeguarding Lead	Liz Kearley
Attendance and family liaison	Leighanne Hogarth
Emotional Wellbeing Lead	Karen Haven

The SENCO responsibilities include:

- Overseeing the day-to-day operation of this policy.
- Ensuring that an agreed, consistent approach is adopted.
- Liaising with and advising other staff.
- Helping staff to identify pupils with SEND.
- Carrying out detailed assessments and observations of pupils with pupils with specific learning problems.
- Co-ordinating the provision for pupils with SEND.
- Supporting teachers in devising strategies, drawing up and reviewing Personal Support Plans and One Plans, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for the use with pupils with SEND and on the effective use of materials and personnel in the classroom.
- Liaising closely with parents/carers of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process.
- Liaising with outside agencies (Education Support Services and Health and Social Care), arranging meetings, and providing a link between these agencies, class teachers and parents/carers.
- Maintaining the school's SEN register and records.
- Assisting the monitoring and evaluation of pupils with Additional and Special Educational Needs and Disabilities using school assessment information.
- Monitors and evaluates the school's SEND provision
- Contributes to the in-service training of staff.
- Managing learning support staff
- Liaising with the SENCOs in receiving schools to help provide a smooth transition from one school to the other.
- Provide an annual SEND information report

Staff Training:

A comprehensive programme of Continuing Professional Development for Additional and Special Educational Needs is planned according to the school pupil profile.



Facilities for Pupils with Special Educational Needs and Disabilities:

The school is a building without stairs and the demountable buildings have access ramps. There are disabled toilets throughout the school. There are areas around the school for interventions. All members of the school community, including pupils are invited to inform the school of any disability they have.

Identification, Assessment and Review

The school follows the SEND Code of practice 2014: 0 to 25 years' graduated approach regarding the identification, assessment and review of pupils with additional and special educational needs and disabilities. The four key actions are:

- Assess: the class teacher and the SENCO should clearly analyse a pupil's needs before identifying a child as needing SEN support.
- Plan: parents/carers must be notified wherever it is decided that a pupil is to be provided with SEND support.
- Do: the class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains the responsibility for that pupil's learning.
- Review: the effectiveness of the support should be reviewed in line with the agreed date.

Pupils receive a differentiated curriculum and those who fail to make the expected progress are initially identified by class teachers but also directly by the SENCO. The school has a system whereby any member of staff can raise concerns/issues with the class teacher, SENCO, Head of school or Executive Head about a child with a potential SEND or other barrier to learning. Parents and carers can also raise concerns about their child or children. We involve parents/carers and the young person in question as soon as we feel a pupil may have a barrier to learning.

In school we use a range of assessment data e.g. relevant family/medical history, EYFS profiles, P Scales, Teacher assessments, Screening Tests, SATs results, LSA assessments, reading and phonological awareness assessments, behaviour and attention observations, Boxhall profiles and Thrive online assessments.



Additional and Special Educational Needs and Disabilities

Pupils who fail to make expected progress based on accumulated evidence are first provided with a detailed One Page Profile and access support within class, closely monitored by the SENCO and pastoral teams.

If necessary, in consultation with parents/carers, a Personal Support Plan (PSP) is drawn up. The format allows for close monitoring of progress and is reviewed termly. If a pupil fails to make the expected progress, advice may be sought from external agencies, which may include social as well as educational services, to inform effective intervention. A child receiving this level of support will be placed on a One plan.

If a child is either not making expected progress or achieving at a considerably lower level than the national expectations for their age, a decision may be made to request formal assessment for an EHC Plan (Education Health Care Plan). An application can only be made following two full cycles of Access, Plan, Do, Review covering at least two terms (as recorded in One Plans).

All class teachers have a summary of their responsibilities for pupils identified as having Additional and Special Educational Needs in the class file in each class. This file contains a list of SEND pupils in the class, provision checklist, One page profiles, PSPs, One Plans and EHC plans.

Four Categories of SEND – Broad Areas of Need

1. *Communication and Interaction*
 - Speech, Language and Communication Needs
 - Autistic Spectrum Disorder

2. *Cognition and Learning – when children learn at a slower pace than their peers, even with appropriate differentiation.*
 - MLD (Moderate Learning Difficulties)
 - SLD (Severe Learning Difficulties – where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication)
 - PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment)
 - SpLD – (Specific Learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia)

3. *Social, Emotional and Mental Health Difficulties*
 - Wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging, disruptive behaviour. This may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
 - ADD (Attention Deficit Disorder)
 - ADHD (Attention Deficit Hyperactive Disorder)
 - Attachment Disorder

4. *Sensory and/or Physical Needs*
 - Vision Impairment
 - Hearing Impairment
 - Multi-Sensory Impairment
 - Physical Disability



Review Meetings

Review meetings are held termly for all pupils on the SEND register with PSP or One Plans. Plans are reviewed by class teachers and pupils prior to a meeting between parents/carers and the SENCO to discuss the support in place, further outcomes and any concerns. Representatives from external support agencies may also be invited, if appropriate.

For pupils with an Education, Health, Care Plan (EHCP), reviews will also be held termly or more frequent depending upon need. An Annual Review is also held to reviews progress towards outcomes outlined in the EHCP. A copy of the review report is sent to all invitees, including parents/carers and the SENCO.

The SEND Register

The register is a live document and is updated taking into account summative assessment results. Class teachers who wish to nominate additional pupils, to be placed on the register, will provide the following evidence to the SENCO:

- Record of Concern
- Results from any curriculum tests
- Evidence from strategies already in place
- Curriculum levels, P Scales, EYFS assessments
- A piece of unaided work from the curriculum area deemed to be problematic
- Other relevant information e.g. medical, family circumstances etc.
- Overall teacher assessment that shows that the pupils is working at a level that is below the national expectations for their age or is progressing at a slower pace.

What are the Criteria for Placement on the SEN Register?

Reason for your child being placed on the SEN register can include:

- Making little or no progress
- Difficulty developing literacy and/or numeracy skills
- Persistent Behaviour/Emotional/Social difficulties despite behaviour management strategies or an individualised programme
- Little or no progress with sensory/physical difficulties despite specialist equipment and/or advice
- Additional needs that can be met 'in house' but are still different from or additional to the peer group
- Achieved national curriculum levels/ foundation stage outcomes substantially lower than expected
- Has ongoing communication issues
- Has a diagnosed disorder
- Additional needs are significant enough to require the involvement of external agencies or therapeutic advice

Please don't worry if your child is placed on the SEN register, it is a good way of ensuring your child gets the support they need. The school's SEN register is reviewed and if your child makes enough progress, they will be removed from the register. The Register is confidential and not displayed anywhere.