



# **Special Educational Needs and/or Disability (SEND) Policy**

Created March 2016  
Ratified by FGB on 09/12/2021  
To be Reviewed Autumn 2022

## **Introduction**

The whole team at the Fritch Green Academy is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. Our academy is staffed by a team of qualified teachers and teaching assistants. The academy provides a broad and balanced curriculum in a safe, stimulating and caring environment, which allows everyone to achieve, develop, learn and grow.

All areas of academy life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil life-long learning aspirations for everyone through a range of activities, which are fun and enjoyable.

### **MISSION STATEMENT FOR the Fritch Green Academy**

We support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment, which caters to the needs of every child as an individual. We are committed to inclusion within the academy curriculum and participation in all aspects of academy life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care.

Our Academy adopts a 'whole academy approach' to special educational needs. All teachers are teachers of special educational need and all staff work to ensure inclusion of all pupils. The academy is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

### **INCLUSION STATEMENT**

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. This policy builds on our Academy Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for high quality teaching, which is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

## **1. Aims and Objectives of this Policy**

- To reach high levels of achievement for all.
- To be an inclusive academy.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their academy career.
- To meet individual needs through a wide range of provision.
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders.
- To give transparent resourcing to SEND.
- To provide curriculum access for all.
- To work towards inclusion in partnership with other agencies.
- To achieve a level of staff expertise to meet pupil need.

We recognise that many pupils will have special needs at some time during their academy life. In implementing this policy, we believe pupils will be helped to overcome their difficulties

## **2. ADMISSION ARRANGEMENTS**

No pupil will be refused admission to academy on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. (Please see academy's Admissions Policy).

## **3. MANAGEMENT OF SEND WITHIN THE ACADEMY**

The governing body has delegated the responsibility for the day-to-day implementation of the policy to the SENCo who has Qualified Teacher Status. All academy staff have responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with differentiation and personalisation to meet need. Staff are aware of their responsibilities towards pupils with SEND (Special Educational Needs and Disabilities), whether or not pupils have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults within the academy. Teaching Assistants and Learning Support Assistants play a major role in the support of pupils with SEND.

### **The SENCo (Current SENCo is Tracy Young) is responsible for:**

- Working with the Principal and SEND governor to determine the strategic development of the SEND policy and provision in the Academy.
- Day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively.

- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

### **The SEND Governor:**

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing body on this.
- Work with the Principal and SENCo to determine the strategic development of the SEND policy and provision in the Academy.

### **The Principal:**

The Principal will:

- Work with the SENCo and SEND governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEND.

### **Class teachers:**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants, learning support assistants or specialist staff to plan and assess the impact of support and how they can be linked to classroom teaching.

## **4. IDENTIFICATION AND ASSESSMENT**

We accept the principle that pupils' needs should be identified and met as early as possible.

There are four areas of need as stated in the SEND Code of Practice, 2014

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress:

- Communication and Interaction (C and I)
- Cognition and Learning (Cog)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical. (S/P)

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress these can include:

- Disability
- Attendance and punctuality

- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child (LAC)
- Being a child of a service woman/man.

The SENCo works closely with the senior leadership team, using whole academy tracking data as an early identification indicator.

We use a number of additional indicators of special educational needs

- The analysis of data including entry profiles at Early Years, Key Stage 1 and 2 baseline and end of Early Years data,
- End of Key Stage SATs
- Reading ages
- Annual and termly pupil assessments
- The following up of teacher concerns.
- Following up parental concerns.
- Tracking individual pupil progress over time.
- Information from previous schools on transfer.
- Information from other external services.

The SENCo maintains a list of pupils identified through the procedures listed; this is called the SEND Support list. This list is reviewed regularly when a detailed analysis of the list takes place. For some pupils, a more in depth individual assessment may be undertaken by the academy or by other educational or health professionals.

## **5. CURRICULUM ACCESS AND PROVISION**

In order to meet the learning needs of all pupils, high quality first teaching will ensure that the majority of children make progress. Teachers are highly effective in differentiating their teaching and learning activities to enable children with SEND to access their learning.

Where pupils are identified as having special educational needs, the academy provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs.

The range of provision may include:

- In class support for small groups with a Teaching Assistant (TA)
- Small group withdrawal with TA, individual class support / individual withdrawal.
- Further differentiation of resources.
- Targeted interventions.
- Provision of alternative learning materials/ special equipment
- Group support.
- Provision of additional adult time in devising interventions and monitoring their effectiveness.
- Staff development/training to undertake more effective strategies.
- Access to external specialist support such as; speech and language therapists.

## **6. MONITORING PUPIL PROGRESS**

Progress is the crucial factor in determining the need for additional support.

Adequate progress is that which:

- Narrows the attainment gap between pupil and peers.
- Prevents the attainment gap widening.
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers.
- 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 the pupil's behaviour.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupil's progress towards their goals each term
- Regular pupil progress meetings with subject leaders to discuss strategies and support
- Monitoring by the SENCo and class teacher
- Holding annual reviews for pupils with EHC plans

## **7. RECORD KEEPING**

The academy will record the steps taken to meet pupils' individual needs. The SENCo will maintain the records and ensure access to them. In addition to the usual academy records, the pupil's profile will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

## **8. OUTCOMES AND ACTION PLANS**

All pupils on our SEND Support list will have their provision recorded on a person centred plan called a 'One plan'. This will include specific, measurable and achievable outcomes for a pupil to achieve and any provision made that is additional to and different from usual classroom provision.

Outcomes will be identified with the parents/carers and, depending on the age of the child, with the child. Once an outcome has been identified strategies needed to achieve the outcome are then also identified and short-term targets to meet the outcome are set and strategies put in place.

For pupils with an EHCP, provision will meet the recommendations on their individual plan.

Strategies for pupils' progress will be recorded in Person Centred plans containing information on:

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria

- The outcomes recorded at review

The Person Centred plan will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The Person Centred Plan will be created through discussion with both the pupil and the parent or carer.

## **9. REVIEWING A ONE PLAN**

Person Centred Plans are reviewed termly by class teachers, with the inclusion of parents, carers and pupils' views. The SENCo may also attend these meetings, along with other professionals.

## **10. CODE OF PRACTICE GRADUATED RESPONSE**

The academy adopts the levels of intervention as described in the SEN Code of Practice.

The Code of Practice advocates a graduated response (assess, plan do and review to meeting pupils' needs).

If the academy decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCo, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEND Support list. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

Placement of a pupil on the SEND Support list will be made by the SENCo after full consultation with parents. External support services may advise on targets for a new Person Centred plan and provide specialist input to the support process. Person Centred plan intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

- continues to make little or no progress in specific areas over a long period.
- is working at National Curriculum levels considerably lower (two years lower) than expected for a pupil at a similar age.
- continues to experience difficulty in developing English /Maths skills.
- has social and emotional well-being difficulties that substantially impede their learning.
- has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

Parental consent is sought before any external agencies are involved. The resulting Person Centred plan may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

## **11. REQUEST FOR STATUTORY ASSESSMENT**

The academy will request a Statutory Assessment from the local authority when, despite an individualised programme of sustained intervention within SEN Support, the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The academy will have the following information available:

- Records from past interventions.

- Current and past Person Centred Plans.
- Records and outcomes of regular reviews undertaken.
- Information on the pupil's health and relevant medical history.
- National Curriculum levels.
- Other relevant assessments from specialists such as support teachers and educational psychologists.
- The views of parents.
- Where possible, the views of the pupil.
- Social Care/ Educational Welfare Service reports
- Any other involvement by professionals

## **12. Education, Care and Health Plans**

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the academy can offer. However, the academy recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning outcomes for the child. These are used to develop targets that are;

- Matched to the longer-term outcomes set in the EHCP
- Of shorter term outcomes established through parental/pupil consultation
- Implemented in the classroom.
- Delivered by the class teacher with appropriate additional support where specified.

### **Reviews of an EHCP**

EHCPs must be reviewed annually. The LA will inform the principal at the beginning of each academic term of the pupils requiring reviews. The SENCo will organise these reviews and invite:

- The pupil's parents
- The pupil (if appropriate)
- The relevant teacher
- Any specialist agencies involved with the child
- Any other person the SENCO or parent/carer considers appropriate

### **The aim of the review will be to:**

- Assess the pupil's progress in relation to the outcomes in the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new outcomes for the coming year
- At Key Stage Phase transitions Reviews, receiving schools should be invited to attend in order to plan appropriately for the new academic year. It also gives parents the opportunity to liaise with teachers from the receiving school.
- Within the time limits set out in the Code, the SENCo will complete the annual review forms and send it, with any supporting documentation to the LA. The academy recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEND.



### **13. PARTNERSHIP WITH PARENTS/CARERS**

The academy aims to work in partnership with parents and carers.

We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision.
- Working effectively with all other agencies supporting children and their parents.
- Giving parents and carer's opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Ensuring all parents and carers have appropriate communication aids and access arrangements.
- Providing all information in an accessible way.
- Encouraging parents and carers to inform the academy of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the academy will listen and act appropriately focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carer's opportunities to discuss ways in which they and the academy can help their child.
- Agreeing targets and outcomes for the child.
- Making parents and carers aware of external support agencies.

### **14. INVOLVEMENT OF PUPILS**

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning.
- Identify their own needs (self-assessment and self-evaluation, Assessment for Learning)
- Share in individual target setting across the curriculum.
- Self-review their progress and set new targets.
- In addition pupils who are identified as having SEND are invited to participate in:
  - Person Centred plan reviews and setting of individual targets.
  - Annual reviews.

### **15. SPECIAL PROVISION**

The academy has the following special facilities:

- Wheelchair access;
- Disabled toilets with hoist
- All mainstream classrooms are: carpeted (excluding toilets and practical areas), have rubber soled tables, high frequency lighting and acoustic ceiling tiles giving improved acoustic conditions for all pupils, and in particular, for hearing-impaired pupils.
- Individual adaptations will be made for specific pupils e.g. chair supports and individual workstations.

## **16. LINKS WITH EDUCATION SUPPORT SERVICES**

We aim to maintain useful contact with support services in Children and Young People's Services. For pupils on our SEND Support list any one or more of the following agencies may be involved:

- Educational Psychologist
- School Nurse
- Specialist teachers
- Occupational therapist
- Physiotherapist
- Paediatrician
- Speech and language therapist.

## **17. LINKS WITH OTHER SERVICES**

Effective working links are maintained with:

- Community Health Service
- Family support and Social services

## **18. INSET**

In order to maintain and develop the quality of our provision, staff undertake appropriate training and further professional development. Recent courses and in service training opportunities undertaken are detailed in the Principal's report to governors each term.

## **19. RESOURCES**

The provision for SEND is funded through the main revenue budget for the academy. Funds are deployed to implement the SEND policy.

## **20. COMPLAINTS**

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the Principal/SENCo. The chair of governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved. Please see the academy's Complaints Procedure available on the academy's website.

## **21. REVIEW OF THE SEND POLICY**

This policy was developed through consultation with staff, parents, carers and pupils. The academy considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the Academy Development Plan.

SENCo: Tracy Young

SEND Governor: Katie Bailey

Both can be contacted via the Academy Office on 01371 822330