

Ashton West End Primary Academy

Special Educational Needs and Disability Policy

- Policy Document
- Updated September 2019

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SEND POLICY

ASHTON WEST END PRIMARY ACADEMY

SEND Policy Development

Our SEND Policy has been developed to reflect the SEND Code of Practice (0-25 guidance) considering the ethos of our school and community.

This policy has been completed by Mrs S. Jones SENCo (until August 2019) and Ms. S. Barnett SENCo from September 2019.

The Principal of AWE Primary Academy is Mr Cummings.

The SEND link governor is Miss Pizuti.

Policy has been reviewed September 2019.

The review date for the policy is July 2020.

Our beliefs and values at Ashton West End Primary Academy

We are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

At Ashton West End Primary Academy, we believe that every teacher is a teacher of every child, including those with SEN and/or a disability. We aim to provide a caring environment with high expectations and aspirations for every child.

1. Legislation and guidance:

- This policy complies with the statutory requirement laid out in the SEND code of Practice 0 -25 (July 2014) 3.65 and the revised special educational needs and disability code of practice: 0 to 25 years (January 2015) and has been written in reference to the following guidance and documents:
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND code of Practice 0-25 (July 2014) and the revised special educational needs and disability code of practice:0 to 25 years (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document July 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

2. Aims

Our SEN policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Aims

The aims of this policy are:

- to raise the aspirations of and expectations for all children with SEN and disabilities
- to provide a focus on outcomes for children
- to have high expectations of all pupils including those with SEN and/or a disability
- to remove barriers to learning and participation, by using a flexible range of responses, in all aspects of the school by knowing and caring for each individual.
- to encourage all children to have a positive self-image and to have respect for others
- to identify at an early age or as the child enters school, the children who need extra help and support
- to ensure that the special educational needs of children are identified, assessed and provided for
- to provide high quality teaching for all children
- to provide for individual children's needs by supporting them in various ways including whole class, individual and small group work
- to endeavour to meet the individual needs of each child enabling each child to partake in and contribute as fully as possible to school life
- to ensure that Performance Management is linked to SEND provision and high-quality teaching
- to identify the roles and responsibilities of staff in providing for children's special educational needs
- to ensure that parents are actively involved in supporting their child's education
- to respect our children by involving them in the process and listening to their views and aspirations
- to provide access to and progression within the curriculum
- to work with parents and other agencies to provide assessment, support and opportunities for those children with SEND

- to use a variety of teaching strategies, which include different learning styles to facilitate meaningful and effective learning for all children
- to assist and support all staff in the delivery of the educational entitlement and with the assessment of children who may have a special educational need
- To provide training to staff as appropriate
- To have in place a provision map

Objectives

- To identify and provide for children who have SEND needs and additional needs
- To work with the guidance provided in the SEND Code of Practice, 2015
- To operate a “whole child, whole school” approach to the management and provision of support for SEND
- To provide a SEND Co-ordinator (SENCo) who will work with the SEND Policy
- To provide support and advice for all staff working with SEND children
- To provide children with opportunities to voice their opinions about their own needs
- To provide quality first teaching for all the children

3. Definitions

Class teachers are continually aware of children’s learning. If they observe that a child, as recommended by the 2014 Code of Practice and the revised SEND code of practice (January 2015) is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause.

- A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child’s previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

- This may include progress in areas other than attainment, for example social and communication need
- **What is a 'disability'?**
A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.' This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

4. Roles and responsibilities

- The Governing Body has a statutory duty towards pupils with SEN and follows the guidance as set out in section 1 (iv) of the Code of Practice 2015. They maintain an oversight of this policy, the school's approach to provision and progress of SEN children, establishing the appropriate staffing and funding arrangements

- **4.1 The SENCO**

- The SENCO is Ms. S. Barnett

She will:

- Work with the Principal and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

- Work with the headteacher and governing board 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 SEN up to date

4.2 The SEN governor (Miss Pizuti)

- The SEN governor is Miss Pizuti
- The SEN governor will:
 - Help to raise awareness of SEN issues at governing board meetings
 - Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
 - Work with the Principal and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Principal is Mr Cummings

- The Principal will:
 - Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
 - Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

- Each class teacher is responsible for:
 - The progress and development of every pupil in their class
 - Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
 - Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
 - Ensuring they follow this SEN policy

4.5 Teaching Assistants who support children with SEN.

- The TAs have a crucial role to play in SEND provision within school. They deliver programs of work to children who require additional support. The children may be

taught within the class setting or withdrawn for certain activities. SEN Teaching Assistants follow the targets set by teachers. They provide feedback to the class teacher on the progress of individual children. Teaching staff have the overall responsible for monitoring the support the children receive and the progress the children make.

4.6 The Learning Mentor

- The Learning mentor supports children who have social, emotional or behavioural needs during one to one or small group support. The children take part in different interventions including social group activities.

Additional roles and responsibilities

Designated Teacher with specific Safeguarding responsibility: Mr Cummings (Principal)

Member of staff responsible for managing Pupil Premium Grant and Looked after Children funding: Mr Cummings (Principal)

Member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils: Mr Cummings (Principal)

5. SEN Information

Identifying Special educational needs at Ashton West End Primary Academy

At Ashton West End Primary Academy we use the definition for Special Educational Needs and Disabilities as stated in the SEND Code of Practice (July 2014) and the revised SEND code of practice January 2015.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision that is different from or additional to that normally available to pupils of the same age. (p.95 SEND revised Code of Practice 0-25 years January 2015)

There are four broad categories of SEN and these are also identified on our child referral forms to support teachers when they have concerns about a child.

Communication and interaction -children with speech, language and communication needs who have difficulty in communicating with others. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times if their lives. Children with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism are likely to have difficulties with social interaction, language and communication.

Cognition and learning - support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a range of needs including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD).

Social, emotional and mental health difficulties – children may experience a range of social and emotional difficulties which may manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs - For example, visual impairments, hearing impairments, processing difficulties and epilepsy.

Individual Needs

- At Ashton West End Primary Academy we understand that individual children often have needs that cut across all of these areas and their needs may change over time. 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.
- A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she will be taught in school. At Ashton West End Primary Academy, we understand that individual children often have needs that cut across all of these areas and their needs may change over time.
- We recognise that there are certain factors which are not SEN which may impact on progress and attainment, these include attendance and punctuality, health and welfare issues, being in receipt of Pupil Premium Grant and being a looked after child. Disability-the code of Practice outlines the ‘reasonable adjustment’ duty for all schools and settings under current Disability Equality Legislation-these alone do not constitute SEN.
- In some cases, where children are falling behind, it might not mean that these children need to be put onto our SEN register, but targeted intense intervention in the form of small group work focusing on an area of the curriculum would accelerate their learning.

Identifying children at SEN Support

At Ashton West End Primary Academy we also use a number of indicators to identify children’s special educational needs including:

- Close analysis of data including: EYFSP (Early Years Foundation Stage Profile); termly and annual assessments, including reading and spelling ages.
- Any teacher or support staff concerns.
- Following up parental concerns.
- Tracking individual pupil progress over time.

- Liaison with feeder schools on transfer.
- Information from previous schools. Information from other services.
- Very close liaison at the outset with EYFS staff and the SENCO and parents.
- The progress of every child is monitored at termly pupil progress meetings.
- We have in place a Provision Map.
- All staff have access to the Tameside draft copy of 'Matching provision to need' document.

At AWE Primary Academy teachers are responsible and accountable for the progress and development of the pupils in their class. High quality teaching differentiated for individual pupils is the first step in responding to children who have special educational needs. We regularly and carefully review the quality of teaching for all pupils, including those at risk of under achieving. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils.

Consulting and involving pupils and parents

- We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:
 - Everyone develops a good understanding of the pupil's areas of strength and difficulty
 - We take into account the parents' concerns
 - Everyone understands the agreed outcomes sought for the child
 - Everyone is clear on what the next steps are. The SENCo uses a four plus one format to record the discussions at the meeting.
 - Parents receive a copy of their child's targets and needs in a Person Centred Plan.

Assessing and reviewing pupils' progress towards outcomes

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

- All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

The Graduated approach

Where a child is identified as having a special educational need, we put in place effective special educational provision. The SEN support we provide consists of a four-part process: **Assess, plan, do and review.**

Assess

Where children are identified as not making progress even though they have accessed quality first teaching then a discussion will take place between the SENCo and the class teacher. The SENCo will ask the teacher to complete a referral form stating what they feel the area of need is. The SENCo will discuss with the teacher the interventions that have already been put in place and their impact on the child's learning. The SENCo will analyse data with the head teacher/teacher. This will include information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will also include high quality and accurate formative assessment using early assessment materials. The SENCo may administer an observation of the child and further discussions with the teaching staff/and or parents will take place. We would always take seriously any concerns raised by the child's parents. We would take into considerations any views of the child. The SENCo may also seek advice from a range of local services including the Educational psychologist service and ISCAN (Integrated Services for Children with Additional Needs).

After undertaking a clear analysis of the pupil's needs, a decision will be made about whether a child will be added to the SEND register and reasons will be explained.

Plan

Once a child has been identified as having special educational needs, the SENCo will invite the parents to a meeting to:

- ask for parental permission for their child to receive SEN support and be placed on the register.
- discuss assessments that have been completed
- agree a plan and provision for a set period of time (appropriate to the child's need). This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice.

If a child is being added to the SEND register, parents/carers will be invited to a meeting to agree an Individual Person-Centred Plan, which sets out:

- An agreed plan of action, involving personalised target setting and success criteria to measure progress.

- The contributions to be made by the child, the parents/carers and the school.
- Expectations by the pupils, parents, the class teacher and SENCo.

Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Records are kept of these meetings on a Four Plus One sheet.

Do:

The class teacher remains responsible for working with the child on a day to day basis. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. The interventions we provide include catch up phonics, specific interventions to support children with their targets including English and mathematics, speech and language support, social and communication groups and behavioural strategies. The teacher will retain responsibility even where the interventions may involve group or one to one teaching away from the main class teacher. Teachers will work closely with teaching assistants and assess the impact of support and interventions and links with classroom teaching. It is also the responsibility of the class teacher to ensure that the child is given the opportunities to access the appropriate resources. Support with further assessment of the pupils' strengths and weaknesses and advising of the implementation of effective support will be provided by the SENCo and other professionals as appropriate.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Review:

Parents and children are invited to a meeting each term to review progress made, set targets and agree provision for the next term with the class teacher and SENCo. Where a child has received an assessment from an outside agency this will also be discussed with the parents.

The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupils and parents. The class teacher and SENCo will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward in consultation with parents and the pupil.

(Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Records are kept of these meeting).

Where a child continues to make slow progress, despite receiving high quality, targeted support, it may be necessary to undertake further assessments and provide the appropriate support and interventions so that these barriers to learning may be removed.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, inspite of high quality, targeted support and are receiving SEN support, it may be appropriate to apply for the child to be assessed for an EHC Plan. Parents and carers should note that this process may take up to 70 days.

There are many reasons to apply for an EHC Plan, including:

- The child is 'Looked After' and therefore additionally vulnerable
- The child has a disability which is life long and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan. Full details of Tameside Council arrangements for referrals and arrangements for decisions on EHC Plan applications please see

<http://www.tameside.gov.uk/localoffer/families/ehcp>

- **Additional support for learning**
- A teacher delivers catch up phonic sessions.
- Teaching assistants will support pupils on a 1:1 basis as required.
- Teaching assistants will support pupils in small groups to work on their targets.
- We provide support for pupils to improve their emotional and social development with the learning mentor. This includes social group interventions and circle time activities.
- **We work with the following agencies to provide support for pupils with SEN:**

These include: Integrated services for young people, Speech and Language Therapy Service, Education Psychology Service, Occupational health, C.L.A.S.S, Specialist teachers for sensory impairments, advisory teachers, the SEND team and Pupil Support.

We can call upon the above services to provide us with advice, support and training on SEND.

SENDIASS (Formally known as Parent Partnership Services): Parent Partnership Services provide information; advice and guidance on special educational needs and can provide an independent parental supporter for all parents who want one.

We provide training for staff with support from the above services.

Evaluating the effectiveness of SEN provision

- We evaluate the effectiveness of provision for pupils with SEN by:
- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions at SEN review meetings and during the academic year as applicable
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding additional review meetings for pupils who have EHC plans adhering to guidelines from the LEA.

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. We discuss beforehand with the parents when reasonable adjustments need to be implemented. Risk assessments are in place for trips.
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is excluded from taking part in these activities because of their SEN or disability.

Physical accessibility

- The School makes adjustments to take account of an individual pupil's needs. We have facilities for wheel-chair users including ramps and an accessible toilet. We put in place reasonable adjustments depending upon the need of the child. We work alongside the Sensory Support team to ensure children with a hearing or visual impairment are able to access the environment, curriculum and resources that they need affectively. Children can use iPads and computers in class. They are provided with large print books or documents, sloping boards and darker lined books as required.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Teaching Assistants provide one to one or small group interventions as required and support the children in working towards their targets as set out in their Person Centred Plan.
- The learning mentor supports children by providing interventions to support their individual needs including social interaction groups.

Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Schools are required to produce accessibility plans for their building and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area.

This Accessibility Plan and any accompanying action plan forms part of the Disability Equality Scheme and sets out how the governing body will improve equality of opportunity for disabled people.

The Special Educational Need and Disability Code of Practice 0-25 years (June 2014) states key duties towards disabled pupils under part 4 of the DDA:

- not to treat disabled pupils less favourably for reasons related to their disability
- to make reasonable adjustments for disabled pupils, including the provision of auxiliary aids to prevent them from being substantially disadvantaged
- To continue to provide safe access throughout the academy for all academy users, irrespective of their disability
- To continue to ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible. To work closely with different services including the sensory support service.
- To provide a safe, secure, stimulating and supportive atmosphere where each child is valued
- To nurture children towards positive self-worth, self-confidence as learners and to help each mature socially and emotionally

- To secure an inclusive learning environment and to support individual pupils with special educational needs or a disability.

Supporting Pupils and Families at Ashton West End Primary Academy

- Class teachers are available to discuss the progress of all children throughout the year.
- The SENCo is available to discuss the progress of children with SEND and act as an advocate for children and families.
- Tameside Council provide a local authority Local Offer. Details can be found at <http://www.tameside.gov.uk/localoffer>
- Our policy and our information report can be found via the school website.
- The SENCo at Ashton West End Primary Academy is able to make links with other agencies to support the child and their family.
- Access arrangements for examinations and other assessments (EG. larger text for visually impaired children or additional time for children with learning difficulties).
- Transition- we ensure that there are transition meetings from year group to year group. We pass on the relevant SEND information and documents to the High schools and also take part in transitional discussions with High school staff.
- We support children and families to manage medical conditions in line with the child's individual needs and in accordance with the school policy.
- Where necessary, we lead a Common Assessment Framework (CAF) referral with the aim of providing support for children and families.
- We can also lead referrals to other services (e.g. Speech and Language Therapy) and/or provide data for other referrals, provided that parental consent is obtained.

Supporting Pupils with Medical conditions at Ashton West End Primary Academy

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 Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Where a child has a medical condition, it may be necessary to share information about their condition with staff and other professionals.

Medical records are regularly kept up to date.

STORAGE AND MANAGING INFORMATION

- Information collected about a child's SEND will be treated as confidential and stored by the SENCO. Information will only be communicated to appropriate persons with

the knowledge and agreement of the child's parents, the Head teacher or the SENCO once a single service request form/CAF is completed.

- Confidential information regarding a child's SEND is kept in the SENCO's file in a safe place. The confidential information from it should not be removed without permission. If information on a child is required from the file, the information on that child only should be removed and returned promptly.
- The file contains past and current reports/documents for individual children as well as current targets that the children are working towards. The class teacher should keep copies of current targets set and parents will be given copies of these half termly.

COMPLAINTS

- The School follows Tameside's LA procedure for dealing with complaints.
- If parents of a child with SEN have a complaint, they should arrange a meeting with the SENCO who will aim to resolve the issue, if necessary involving the Head teacher. If still dissatisfied, parents would have the right to address the school's SEN Governor for consideration of their case by the Governing Body.
- Bullying-We have a separate bullying policy.

6. Monitoring arrangements

At AWEPA we will review the policy annually and amend it as appropriate.

It will be approved by the governing board.

S. Jones and S. Barnett

Reviewed September 2019