

# Old Bank Academy

## SEN policy



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<b>Approved By</b>	Chair of Governors
<b>SLT Member Responsible</b>	Headteacher

## **1 Rationale**

At Old Bank Academy we value each child as an individual and offer the best education possible regardless of race, age, gender, disability or ability.

We have a whole school approach towards special educational needs (SEND) policy and practice in which every teacher is a teacher of all children, including those with special educational needs and disability (SEND).

Most children will make good progress throughout their school life, others at some point, may be identified as having a special educational need and require short or long term support.

The School recognises the principle of a continuum of special educational need and will endeavour to support this by organising a continuum of provision.

Any child may have Special Educational Needs (SEND) at some point during his/her school career and those pupils are, as far as practicably possible, fully integrated into mainstream classes.

Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school, including the extended curriculum (such as school trips and before- and after-school clubs).

The Special Educational Needs Code of Practice 2014, makes it clear that all teachers are teachers of pupils with special educational needs and that quality first teaching in the mainstream classroom alongside their peers, is the first stage in provision for all children with special educational needs.

Whatever their difficulties, we are committed to developing and extending their academic, social and physical capabilities, in a nurturing environment to enable them to have a sense of achievement and self-worth and become productive members of the school and the wider community in which they live.

We believe parents to be the experts where their children's needs are concerned and place pupils and their parents at the centre of our approach. We believe that a partnership with parents and external agencies plays a key role in enabling children with SEND to achieve their full potential by fostering a safe, caring and stimulating environment and a broad and balanced curriculum, which supports children with SEND to enjoy, progress and achieve

The policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2014) and should be read in conjunction with the following guidance, information and policies:

- The Equality Policy
- The Accessibility Plan
- The school's SEND Report
- The LA Guidance 'Children and Young People with SEN; Guidance - School Based Support'
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The Safeguarding Policy
- The Behaviour Policy
- The Behaviour Guidance
- The Assessment Policy
- The Safe Handling Guidance

In accordance with the overarching principle of the SEND Code of Practice 2014, this policy has been developed and shared with: SLT, Special Needs Co-ordinator & Staff; Governing Body & SEND Governor; Parents & carers.

## **2 Contacts**

Special Educational Needs Coordinator (SENDCo) - Miss A. Taylor.

Mrs Taylor holds the National Award for SEN (NASENCo award)

Miss Taylor is also the Assistant Head Teacher, attends and reports on SEND issues to Senior Leadership Management Meetings and reports on SEND to the Governing body.

Contact details: School office 01924 495790

SEND Governor can be contacted via the school office

### **3 The Long Term Aim of the Policy**

1. To work within the guidance laid down in the SEND Code of Practice 2014.
2. To identify and put in place appropriate provision for pupils who have SEND and additional needs thereby enabling all children to have full access to all elements of the school curriculum through differentiation appropriate to the individual's needs and ability.
3. To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupil's needs (Assess, plan, do, review model)
4. To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEND, and their own involvement in this
5. To provide an appropriately qualified and experienced SENDCO in post who can ensure that the SEND Policy is put into practice.
6. To provide support and advice for all staff working with SEND pupils.

### **4 Identification of SEND**

Children are identified as having SEND if they do not make adequate progress through quality first teaching.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND. We are committed to the belief that additional intervention and support cannot compensate for a lack of good quality teaching and we therefore regularly review the quality of teaching for all pupils, including those with SEND and prioritise this for all pupils.

The SEND Code of Practice specifies four broad areas of SEN:

- Communication and Interaction (including Autism Spectrum Disorder)
- Cognition and Learning
- Social, emotional and mental health difficulties (includes ongoing, persistent behaviour issues)
- Sensory and / or physical needs.

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Child Looked After, health and welfare, being in receipt of Pupil Premium, Disability (the Equality Act and the Code of Practice state that schools and settings have a duty to make 'reasonable adjustments' - these alone do not constitute SEN.) The purpose of identification is to work out what action we need to take, not to fit a pupil into a category.

The revised Code no longer allows for the identification of behaviour to be described as SEN and school procedures for behaviour can be found in detail in the Behaviour Policy.

This policy works alongside our school SEND Report which outlines:

- The identification and assessment of SEN
- Our graduated, whole school approach to SEND support
- Interventions and work with external agencies
- Statutory assessment / Referral for an Education, Health and Care Plan (EHCP)
- Management and monitoring of pupils on the SEND register.

The SEND Report can be found on the school website under 'Key Information and Policies'.

### **5 A Graduated, Whole School Approach to SEND Support**

Class and subject teachers are accountable for the progress and development of children and young people in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However any intervention and support does not replace high quality teaching. This is regularly reviewed by senior management and discussions held regarding progress for all pupils.

The school may decide, in collaboration with the parent/carer, to place a pupil on the SEND register a SEN support level to meet their additional needs. At least termly meetings between the SENDCo, class teacher and parent (and pupil where appropriate) will then take place to ensure that their needs are met.

When a decision is taken to place pupils on SEN Support several factors are considered. These factors are discussed with parents, class teacher, SENCO and (where appropriate) the child themselves.

Factors considered are:

- Observations of the child by the class teacher and/or senior leaders
- Progress measures alongside national expectations
- Formative assessments
- Assessments from external agencies
- Concerns of the parent or child

Every child/young person on SEND Support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs. In accordance with LA Guidance (see page 14 Children & Young People with SEN; Guidance - School Based Support), if a child/young person's needs are more complex, we will use a My Support Plan to record outcomes, provision, resource and strategies in place.

#### Management of Pupils with SEND -the graduated approach

The support provided consists of a four - part process: ASSESS, PLAN, DO, REVIEW



This ongoing cycle enables the provision to be refined and revised as the understanding of the needs of the pupil grows. It enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

When a child is placed on the school's SEND Support list, staff, SENDCO and parents work together in setting appropriate targets/provision within the school for the child. Provision will include a differentiated curriculum and, where appropriate, a 'My Support Plan'. The 'My Support Plan' is a planning, reviewing and assessment tool with SMART targets for the pupils and detailing:

The short term targets set for the child; the teaching strategies to be used; the provision to be put into place

#### Provision of Support

The SENDCO, in collaboration with the class teacher, will decide the action required to help the pupil progress. Based on the results of previous assessments the actions might be:

- Deployment of extra staff to work with the pupil
- 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 LA support services for advice on strategies, equipment, or staff training

#### SEND Specialist Support

If the child doesn't make sufficient progress, the teacher, in consultation with the SENDCO, will talk to parents about asking for further advice from outside agencies. Professionals will work together to further develop the 'My Support Plan'. It will be discussed with the parent and the child (as appropriate) and will be reviewed at least termly.

#### Statutory Assessment / Referral for an Education, Health and Care Plan

Some children and young people on the SEN Register may have more significant SEN, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the issuing of an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of

the teacher and may access some further intervention or support within school (refer to your provision map). Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered.

### **6 Criteria for Exiting the SEN Register**

Children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN Register are made in partnership with the parent/carer at the end of each monitoring cycle.

If children have made sufficient progress and all parties involved are in agreement, a child may be removed from the SEN register as their needs have been met. This will continue to be monitored by class teachers throughout their time in school.

### **7 Supporting Pupils/Students and Families**

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEND.

Our SEND Report is on our website and is updated regularly, and we guide parents towards the LA Local Offer for information about wider services.

### **8 Supporting Pupils at School with Medical Conditions**

At Old Bank Academy we recognise that children and young people 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 and young people with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Access to the curriculum for pupils with medical conditions is assessed on a case by case basis.

Some may also have SEN or an Education Health and Care Plan (EHCP).

If so, the SEND Code of Practice (2014) is followed in line with the Managing Medical Conditions Policy.

Specialist services and advice is always considered when supporting children with medical conditions.

### **9 Monitoring and Evaluation of SEND**

Our monitoring and evaluation cycle is embedded into school practice and is a termly cycle of review aimed at improving the provision and outcomes for all pupils.

A person centred approach is adopted to capture the views of young people, parents and carers .

### **10 Resources**

#### **a) Funding for SEND**

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget' which caters sufficiently for the special educational needs of the children and young people within their school. The Education Funding Agency describes the funding available within schools for SEND pupils as being made up from 3 elements:

Element 1 Core Educational Funding	Mainstream Per Pupil Funding
Element 2 School Block Funding	Contribution of up to £6K for additional support required by children and young people with high needs, from the notional SEN budget.
Element 3 High Needs Top up	Top up funding from the LA to meet the needs of individual children and young people with EHCplans.

The amount of money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority.

Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEN support.

Additional resources for individual statements and EHC plans - Element 3 are allocated by top up funding from the High Needs block budget.

The level of top up funding for each pupil is allocated at four levels i.e. A, B, C or D depending on the type and level of need of each pupil.

High Needs pupils with EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

#### Workforce CPD

An induction process is in place for all teachers and support staff and this includes a meeting with the SENDCo to explain the systems and structures in place to support the needs of individual children and young people.

The training needs of all staff are identified through the appraisal system conducted by the Head teacher and Senior Leadership Team.

From this, a programme of professional development is in place, and all staff are encouraged to access this.

The school's SENDCO attends the LA's termly SENDCO network meetings in order to keep up to date with local and national issues in SEND.

The SENDCO meets termly with other SENDCOs within the Mirfield cluster of schools (Additional Needs Partnership).

### **11 Roles and Responsibilities**

- The SEND Governor is able to meet regularly with the SENDCo, Miss Taylor, and monitors the progress of pupils with SEND.
- The Designated Safeguarding Lead is Mrs Wood (Headteacher).
- We have 3 members of staff trained as Designated Safeguarding Leads. These are:
  - Miss Taylor (assistant headteacher)
  - Mrs Cooper (Parent Support Advisor & Thrive trained practitioner)
  - Mrs Bird (Teaching Assistant & Thrive trained practitioner)
- The Designated Teacher for Looked After Children is Mrs Wood.
- The staff member responsible for managing the school's responsibility for meeting the medical needs of pupils/students is Mrs Wood(Headteacher).
- The school employs a number of support staff. They carry out a range of roles across the school and work closely with the class teachers who oversee their work and plan for them.

### **12 Storing and managing Information**

Information collected about a child's special educational needs will be kept and is always confidential.

It will only be communicated to involved persons with the knowledge and agreement of the child's parents, Headteacher or the SENDCO.

Electronic and paper documentation (previous and current 'My Support Plans'; advice/reports from any reviews and Outside Agencies requests and reports) is kept by the class teacher and the SENDCo. This will be transferred securely to the next school setting.

### **13 Reviewing the Policy**

We will review this Policy annually, or in the light of any new changes in legislation.

### **14 Accessibility - Statutory Responsibilities**

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information.

This plan is reviewed annually, barriers are identified, and plans put in place to remove them. The Accessibility Plan can be found on the website.

### **15 Dealing with Complaints**

All complaints need to be addressed to the Headteacher. See Complaints procedures on the website.

### **16 Bullying**

At Old Bank Academy we have a whole school approach to mitigating the risk of bullying, and developing independence and building resilience in our pupils/students with SEND.

We do this by educating our children about what constitutes "bullying"; how to maintain and develop positive relationships; strategies for getting on and falling out with their friends; who to talk to when they are worried.

Children are educated through assemblies, circle time, visitors into school (e.g Childline, Police) PSHE curriculum and maintaining good relationships with their class teachers and other adults in school.

### **17 Appendices**

For further information please see:

- SEN information report on the school website
- The LA Guidance - 'Children & Young People with SEN; Guidance - School Based Support'  
<https://www.kirkleeslocaloffer.org.uk>
- This Policy was updated September 2020 and will be reviewed annually.