

# Herons' Moor Academy



## Special Educational Needs Policy

<b>Reviewed by</b>	Donna Harris	February 2019
<b>Approved by</b>	Staffing and Curriculum Committee	February 2019
<b>Endorsed by</b>	Full Governors	21 <sup>st</sup> March 2019
<b>Next Reviewed:</b>	March 2020	

# HERONS' MOOR ACADEMY

## Special Educational Needs Policy

### Definition

A child has special educational needs if he or she has a learning, behavioural or medical difficulty that affects learning and requires special educational provision to be made for him or her. This may mean that a child faces a significantly greater difficulty in learning than the majority of children of the same age, or a disability that makes it hard for them to access facilities within the Academy.

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

Special educational provision means:

Educational provision which is additional to, or different from, the educational provision made generally for children of their age in School maintained by the Local Education Authority other than special School in the area (Code of Practice paragraph 1.3).

### Aims

At Herons' Moor Academy we consider each child as an individual and recognise some children require more support than others. If these children are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of children will have special educational needs at some time in their Educational career. Some of these children may require help throughout their time in School/Academy, whilst others may need a little extra support for a short period to help overcome more short term needs. In particular, we aim:

- ❖ To enable every child to experience success.
- ❖ To promote individual confidence and a positive attitude.
- ❖ To ensure that all children, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated as appropriate and demonstrates coherence and progression in learning.
- ❖ To give children with special educational needs equal opportunities to take part in all aspects of Academy life.
- ❖ To involve parents, carers and children themselves in ensuring their special educational needs are met.
- ❖ To ensure that the responsibility held by all staff and Governors for SEND is implemented and maintained.

## **Roles and Responsibilities/Co-ordination of Provision**

Provision for children with special educational needs is a matter for the whole Academy. However particular members of the Academy community have specific roles and responsibilities:

### **Governing Body**

The Academy's Governing Body has a specific responsibility to:

- ❖ To ensure that the necessary provision is made for any child who has special educational needs.
- ❖ Ensure that the child's needs are made known to all who are likely to work with them.
- ❖ Ensure that teachers in the Academy are aware of the importance of identifying and providing for those children who have special educational needs.
- ❖ Consult the LA and the Governing Bodies of other Schools/Academies when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- ❖ Ensure that a child with special educational needs participates in all Academy activities, so far as is reasonably practical. However consideration needs to be given to the education and safety of all the children in the Academy, and the efficient use of resources, human and physical.
- ❖ Ensure that parents are notified of a decision by the Academy that SEND provision is being made for their child.

In doing so, the Governing Body will have regard to the Special Educational Needs Code of Practice and the Disability Code of Practice for Schools/Academies. The Governing Body will appoint a named Governor with responsibility for SEND.

### **The Academy Staff**

All teachers are teachers of children with SEND and adapt the curriculum to meet their needs. All staff are involved in the development of the Academy's SEND policy and are aware of the procedures for identifying, assessing and making provision for children with SEND. The Teaching Assistants (TAs) often support children with SEND. Some TAs are appointed to specifically support SEND children who receive Top Up Funding. Three staff members have overall responsibility for all the SEND children in the Academy: The Inclusion Leader, the Shadow Inclusion Leader (a nominated teacher) and the Supporting Inclusion Leader (who is the Headteacher).

### **The Special Educational Needs Co-ordinator**

We recognise this is a demanding post so the Inclusion Leader will be supported by the Headteacher and a nominated Shadow Inclusion Leader. The role of Inclusion Leader carries a Teaching and Learning Responsibility point (TLR) and the Inclusion Leader will be part of the leadership team:

- ❖ Co-ordinating provision for children with special educational needs.

- ❖ Overseeing the day-to-day operation of the Academy's SEND policy.
- ❖ Liaising with and advising colleagues.
- ❖ Supporting colleagues with assessment of needs and referrals.
- ❖ Liaising with parents of children with special educational needs.
- ❖ Liaising with other SENDCos, Educational Psychologists, , Speech and Language Therapists and other support professionals.
- ❖ Contributing to the in service training of staff.
- ❖ Apply for additional (Top Up) funding, as appropriate, for children with greater needs.
- ❖ Leading and managing the Teaching Assistant team.

### **The Headteacher**

The Headteacher has responsibility for the day-to-day management of all aspects of the Academy's work, including provision for children with SEND. The Headteacher keeps the Governing Body fully informed and works closely with the Academy's SEND Co-ordinator (known as Inclusion Leader) as the Supporting Inclusion Leader.

### **Admissions**

The Governing Body uses the Local Authority's admission criteria. Children with special educational needs are given equal priority on admission to the Academy, however, children with a statement of special educational needs are given higher priority.

### **Specialist Provision**

Heron's' Moor Academy is part of the Campus building, shared with Baytree Special School and community facilities. There is full wheelchair access throughout the building and grounds, disabled toilet/shower facilities and a Soundfield system and hearing loop throughout. We have access to a speech and language room, hydrotherapy pool and soft play area.

### **Allocation of Resources**

The Academy allocates funding in the following ways:

- ❖ Teaching Assistants.
- ❖ Training for all Teachers and Teaching Assistants so that they can meet children's needs more effectively.
- ❖ Special books and equipment.
- ❖ Inclusion Leader salary contribution.

Children have individual or group Target Plans which details short term outcomes. The SEND Register is updated whenever necessary.

The Academy receives additional funding for some children with severe and complex needs, which is funded via Top Up Funding. The allocation of these resources is based on an annual audit of need carried out during Term 4 (Term 2 for new starters).

## **Identification and Assessment of Children with Special Educational Needs**

All children are entitled to a balanced and broadly based curriculum, including the Foundation Stage and National Curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of children will have their needs met through normal classroom arrangements and appropriate differentiation, which include specific short term support programmes.

### **Differentiation**

Differentiation means teaching children in ways and at levels that match their style of learning. Children make progress at different rates. Not all children learn in the same way, and need to be taught in different ways, acknowledging differing learning styles.

1. Class teachers and subject leaders have the responsibility to ensure that schemes of work make provision for adaptation to meet individual children's needs.
2. Early support for children with special educational needs will usually be within the regular classroom routes by means of differentiated tasks and/or additional adult support.
3. Where appropriate, children may be withdrawn briefly from the classroom, individually or in a group, to work with the Teacher or Teaching Assistant or Inclusion Leader.
4. Where children are working below expected standards for their age they will be working towards appropriate outcomes from an alternative year group.

### **Early Years Action and Academy Action**

1. Should a child make little or no progress, even when teaching approaches are appropriately differentiated, the class teacher will discuss this with the Inclusion Leader and appropriate action will be agreed. This may not necessarily involve additional adult support.
2. Pupil Target Plan (PTP) will identify specific targets. Additional strategies to be employed will be detailed on the provision section of the Pupil Target Plan.
3. The PTP and Provision Section will be discussed with the parents (and the child wherever possible). The parents will be asked to agree and sign the PTP.
4. PTPs will be written and reviewed with parents and children when necessary. They will also be shared at parents evenings three times a year, in line with the whole Academy target setting procedure.
5. The PTP will only record that which is additional to, or different from, the differentiated curriculum, and will focus on one outcome at a time. The delivery of the interventions recorded on the PTP is the responsibility of the class teacher.

## **Professional Intervention**

1. Should a child continue to make little or no progress, or be working at a level substantially below that expected of children of a similar age, or have emotional or behavioural difficulties, which substantially and regularly interfere with the child's own learning or that of the class group, then the Academy will request support from outside professionals.
2. Once a year an Annual Strategic Conversation (ASC) is held at the Academy.
3. At all times, records will be kept to indicate the support provided and indicate progress made against the targets set.

When pupils at this stage are due to transfer to another phase, for example primary to secondary, planning for this will be started in the year prior to the year of transfer (for example in Year 5).

## **Education, Health Care Plans**

If a child demonstrates significant cause for concern, the Academy may request a Statutory Assessment.

Provisional statements will be considered by the Headteacher/Inclusion Leader and SEND Governor. If there are concerns regarding meeting the requirements, they will be taken to The Staffing, Curriculum and Pupil Welfare Committee.

## **Arrangements for Training and Development of All Staff**

1. Teaching and non-teaching staff may, where possible and appropriate, attend SEND and Inclusion training.
2. The Inclusion Leader will ensure that staff keep up-to-date with developments regarding Inclusion and SEND through staff meetings and/or in-service days.
3. Particular support will be given to Newly Qualified Teachers and other new members of staff.

## **Liaison**

1. All staff, together with the Head, will ensure that careful records are kept and transfer documents meticulously completed. When children move to another School/Academy, their records will be transferred within 15 days of the child ceasing to be registered, as required under the Education (Pupil Information) Regulations.
2. The Inclusion Leader will liaise as appropriate with pre-school/academy settings, other Primary and secondary Schools/Academies.
3. The Inclusion Leader will liaise with other agencies when appropriate to the needs of the child. The Academy may seek advice from specialist advisory teaching services, the SEND Team and other professionals.

## **Monitoring**

1. Plans for meeting the special educational needs in the Academy will be reviewed annually.

2. The effectiveness of the SEND provision will be reported to the Governing Body on at least an annual basis.
4. This policy will be reviewed as part of the Governing Body's policy schedule.

### Complaints Procedure

The Academy's complaints procedure set out in the Academy prospectus and is available in detail to all parents.

Under the SEND and Disability Act, parents may seek advice on resolving disagreements with the LA and Academy through an independent mediation service. The Academy will make further information about this process available on request.

### Evaluating Success

The success of the Academy's SEND policy and provision is evaluated through:

- ❖ Monitoring of classroom practice by the Inclusion Leader and subject co-ordinators.
- ❖ Analysis of pupil-tracking data and test results.
- ❖ Monitoring of procedures and practice by the SEND Governor and Inclusion Leader in preparation for full Governing Body meetings.
- ❖ The Academy self-evaluation mechanisms.
- ❖ The Academy Operational Plan which is used for monitoring provision in the Academy.
- ❖ Frequent meetings of parents and staff, both formal and informal, to plan and review IEPs and targets, revise provision and celebrate success.

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