

##### BRYMORE ACADEMY

**SPECIAL EDUCATIONAL NEEDS POLICY**

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| **Reviewed by:** Michelle Craig |
| **Date:** November 2017 |
| **Approved by Local Advisory Board:** |
| **Review date:** November 2018 |
| **Signature of Chair of Governors** | **Signature of Headteacher** |

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# **Aims**

Our SEN policy and information report aims to:

* To support and uphold the strong ethos in which all children can access an education which enables them to reach their full potential
* To inform Parents, Pupils, School Staff, Governors, L.E.A. and Support Agencies how the Academy ensures the needs of pupils with SEN are met
* To encourage a collaborative and positive partnership between all those involved in the care and provision of pupils with SEN
* To contribute towards an atmosphere of high expectations, encouragement, acceptance, respect and sensitivity to individual needs
* To ensure the Academy works in line with County Guidelines and the SEND 2014 Code of Practice
* To operate a robust and consistent approach to SEN support
* To identify the roles and responsibilities of all staff involved in the provision

**Definition of SEN:**

At Brymore, 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

This policy and information report is based on the statutory [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf) and the following legislation:

* [Part 3 of the Children and Families Act 2014](http://www.legislation.gov.uk/ukpga/2014/6/part/3), which sets out schools’ responsibilities for pupils with SEN and disabilities
* [The Special Educational Needs and Disability Regulations 2014](http://www.legislation.gov.uk/uksi/2014/1530/contents/made), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

**The Aims of the Learning Support Team (LST)**

**The LST aims to:**

* Amplify the academy policy and to respond to the Code of Practice. It is guided by the National Curriculum, which directs that all pupils are entitled to a “broad, balanced, relevant and differentiated curriculum”.
* Ensure that SEN is a whole academy involvement.
* Promote equal opportunities for all pupils whatever their background, culture, or ability.
* Ensure that whenever possible all pupils are taught in their own class group and withdrawal is kept to a minimum.
* Allocate resources, which can be used flexibly to support all pupil needs.
* Provide a calm, sensitive environment where pupils achieve and where their achievement is recognised and recorded.
* Operate a system of record keeping and regular monitoring of each pupil’s progress.
* Maintain effective lines of communication between all involved: staff, parents/carers, governors, LA and outside agencies.
* Develop pupils’ independent learning, self-esteem and respect for others.
* Consider the views of pupils with SEN

# **Roles and responsibilities:**

**The SENCO is Michelle Craig.**

They will:

* Work with the headteacher 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

**The SEN governor**

**The school governor is Ann Dyer**

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 headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

**The Headteacher 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

**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

# **SEN Identification and Provision:**

**Identifying pupils with SEN and assessing their needs**

At Brymore, we assess each pupil’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

* Fails to match or better the child’s previous rate of progress
* Fails to close the attainment gap between the child and their peers

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

The Academy’s first approach to teaching all pupils of all need is quality first teaching;

‘High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered *SEN Code of Practice (2014, 6.37)’.*

**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

Notes of these early discussions will be added to the pupil’s record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

**Assessing and reviewing pupils' progress towards outcomes:**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

If concerns arise, the class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil’s needs. This will draw on:

* 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.

The **four** part cycle of, **‘Assess, Plan, Do and Review’** provides a thorough understanding of pupil’s needs and subsequent intervention to support the pupil to make good progress and achieve the best possible outcomes. This approach follows the following format:

**Assess (the needs of the individual child)**

Teachers and the SENCo collectively carry out a clear analysis of a pupil’s need. This assessment will be reviewed regularly and professionals involved where appropriate. Information can be gathered through:

* A range of assessments used with all the pupils at various points of the academic year e.g. Boxall Profiles, spelling and reading age assessments.
* Information provided by parents and carers, other educational settings or outside agencies.
* Observations carried out by the SENCO /classroom teacher.
* The pupils’ voice to ascertain their views on their difficulties experienced in the classroom.
* The pupil’s class exercise books.
* Views from all members of school staff who are involved with the pupil.
* Previous assessment data.

All of these strategies will provide an overall picture of the ‘whole’ child, i.e., their strengths as well as their weaknesses. This will ensure assessments of need and provision is accurate and effective from the very start.

**Plan (for provision)**

Strategies/additional provisions are planned for pupils that are not making the expected progress that will address the areas of difficulty, even if a special educational need has not been identified. Strategies used will be recorded on the tracking system.

Despite increased personalised intervention, some pupils may continue to make inadequate progress. For these pupils, and in consultation with parents, a further range of assessment tools will assess individual need to determine the cause of the learning difficulty. If necessary, external advisors will be invited to complete more specific and detailed assessments. The purpose of additional external assessments will be to understand what additional resources and different approaches are next required to remove barriers to learning.

**Do – (Implement the planned provision)**

The SENCO will work closely with class teachers sharing responsibilities to ensure all planned provision takes place and any external specialist advice relevant to the child’s needs is followed. A range of different teaching approaches, appropriate equipment, including the use of information technology, will be considered. All teachers and support staff who work with the pupil will be aware of the support to be provided and the teaching approaches to be used.

**Review (the effectiveness of provision)**

The effectiveness of the support and interventions and their impact on pupil progress will be reviewed to:

* Measure impact and quality of support
* Gain views of pupils and parents
* Provide feedback into the analysis of needs
* **Enable the SENCO to revise the intervention and support as necessary**

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.

**Provision:**

Our school currently provides additional and/or different provision for a range of needs, including:

* Communication and interaction, for example, autistic spectrum disorder, Asperger’s Syndrome, speech and language difficulties
* Cognition and learning, for example, dyslexia, dyspraxia,
* Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
* Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
* Moderate/severe/profound and multiple learning difficulties

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people.

When organising provision we will:

• ensure decisions are informed by the insights of parents and those of children and young people themselves

• have high ambitions and set stretching targets for them

• track their progress towards these goals

• keep under review the additional or different provision that is made for them

• promote positive outcomes in the wider areas of personal and social development, and

• ensure that the approaches used are based on the best possible evidence and are having the required impact on progress *(*SEND Code of Practice 2015*)*

**Our approach to teaching pupils with SEN**

At Brymore, teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

* ‘Talk about’
* ‘Spelling detectives’
* ‘PIXL code’
* ‘Morning readers’
* ‘Mentoring’
* ‘David Nash’
* ‘Chill’
* ‘Go Boys’
* ‘Emotion coaching’

**Adaptations to the curriculum and learning environment**

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.

We have 10 teaching assistants who are trained to deliver a range of interventions.

Teaching assistants will support pupils on a 1:1 basis when it is deemed appropriate after small group work has had little impact on progress this is a wave three intervention.

Teaching assistants will support pupils in small groups when pupils are accessing specialised interventions this is a wave two intervention and is additional to quality first teaching.

We work with the following agencies to provide support for pupils with SEN:

1. The Educational Psychologist
2. Child and Family Guidance
3. Social Services
4. Advisory teachers
5. Occupational and Speech and Language Therapists
6. Physiotherapists
7. Special Academies
8. LA Support Services
9. FE colleges

**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.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

 http://brymoreacademy.co.uk/about/policies-new-page

**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 after 8 weeks
* Using pupil questionnaires
* Monitoring by the SENCO
* Using provision maps to measure progress
* Holding annual reviews for pupils with statements of SEN or EHC plans

**Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

* Pupils with SEN are encouraged to be part of the school council
* Pupils with SEN are also encouraged to be part of interventions and opportunities to work with staff 1-1 and in small groups.

We have a zero tolerance approach to bullying.

**Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the SENCO/headteacher] in the first instance. They will then be referred to the school’s complaints policy. A record will be kept of all formal complaints made regarding an aspect of the academy’s SEN provision. The academy aims to respond promptly to concerns raised by pupils and/or parents.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

* Exclusions
* Provision of education and associated services
* Making reasonable adjustments, including the provision of auxiliary aids and services

**Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

# **Monitoring arrangements:**

This policy and information report will be reviewed by the SENCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

# **Links with other policies and documents:**

This policy links to our policies on:

* Accessibility plan
* Behaviour
* Equality information and objectives
* Supporting pupils with medical conditions