



Special Educational Needs Policy

May 2017

Approval by the Governing Body	
Review date	
Signed by Chair of Governing Body	
Signed by the Principal Designate	

Consultation	Adopted from Ditton Park Academy.
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Introduction

- 1.1 This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2015) and the following legislation:
- 1.2 Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- 1.3 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

Aims

- 2.1 At Grove we aim to provide a stimulating, safe and caring environment that will enable all students to develop to their full potential whilst also learning to respect others, their environment and to promote their self-esteem.
- 2.1 Objectives:
 - To identify students with special educational needs (SEN) and disabilities and ensure that their learning needs are met
 - To ensure that students with SEN and disabilities can enjoy full access to the building, our curriculum, and activities in school
 - To ensure that all learners including SEN students make the best possible progress
 - To ensure parents are informed of their child's special needs and that there is effective communication between parents and school
 - To ensure that learners express their views and are fully involved in decisions which affect their education
 - To promote effective partnership and involve outside agencies when appropriate
- 2.3 At Grove we recognise that all teachers are teachers of students with Special Educational Needs and that all of these students are entitled to access our broad and balanced curriculum based on the National Curriculum with a focus on core areas of learning.
- 2.4 Therefore we aim to ensure that they are given the support necessary through differentiated work, ICT applications and appropriate individual or small group support to enable them to be fully included and to have access to all areas of the school life, also to prepare them for their future beyond Grove.

Policy in practice

- 3.1.1 We will respect the fact that students:
 - Have different educational and behavioural needs and aspirations.
 - Require different strategies for learning
 - Acquire assimilate and communicate information at different rates.
 - Need a range of different teaching approaches and experiences.
- 3.2 We will respond to these needs by:
 - Providing support for students who need help with communication, language and all aspects of literacy
 - Planning to develop students' understanding through the use of all available senses and experiences
 - Planning for students' full participation in learning and physical and practical activities
 - Helping students to manage their behaviour and to take part in learning effectively and safely
 - Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning (including via our use of SEAL)

- 3.3 Most of the support for SEN students will take place within the classroom, however there are times when it will be necessary for these students to be withdrawn from class lessons for 1:1 or small group intervention support for differentiated work based on their individual needs which will develop their skills and understanding and so help them to access the curriculum. Whatever learning environment, the students and their parents will be consulted and made to feel comfortable.

Identification

- 4.1 A child is deemed to have Special Educational Needs if he or she 'has a learning difficulty which calls for special educational provision to be made'. Students having a learning difficulty are defined as those who have significantly greater difficulty in learning than the majority of their age, or who have a disability which hinders them in using the educational facilities available to age peers. We recognise that about 20% of students will exhibit Special Educational Needs at some time during their school career.
- 4.2 At Grove we are committed to the early identification of special educational needs which then helps us to identify what provision the child needs. This is supported by the graduated response as explained in the next section of this policy.
- 4.3 Identification can occur in the following ways, which are not offered as an exhaustive list:
- Information from the child's pre-school setting
 - Parental concerns
 - Classroom observations by the teacher, SENCO, HLTA or TA
 - School Assessments
 - Individual assessments carried out by the Class Teacher, a trained Teacher assistant or the SENCO, e.g. Standardised tests such as Youngs Spelling Test, Salford Reading Test, Reception of Grammar test, Lucid Cops (a dyslexia screening test), Sound Linkage, PhaB, BPVS.
 - Assessments carried out by outside agencies where relevant
 - Information from the school's data tracking systems

Differentiation

- 5.1 At this stage the child is not on the School's SEN register but has been recognised through the school's tracking system and by their Class Teacher as not making the expected progress for their age group in the area of concern.
- 5.2 The Class Teacher will discuss the child with the school's SENCO who will also give advice on how the teacher can help the child. The student will receive support in class via teacher planning and use of differentiated activities, and providing the necessary practical materials to access the work that has been set, i.e. using a number line in mathematics or a word bank in English.
- 5.3 Parents will be informed that their child is receiving support and their child's progress will be reported online and on paper and discussed at the parent and teacher consultation events.
- 5.4 The IEP continues to be reviewed every module. There is also an 'Annual Review' of the child's progress which can be attended by any professionals currently working with the child.
- 5.5 A request for support from external services is likely to follow progression to new IEPs with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a student's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

Statement of Special Educational Needs/Education & Health Care Plan

- 6.1 In this case a student's educational needs are recognised as requiring resources in addition to those available at the school. Provision for these students will be identified in their plan and the school will work closely with outside agencies to ensure interventions and support are provided

as required, under the SENCO's oversight.

6.2 All statutory requirements in terms of reviews, IEPs and best practice will be met.

SENCO

7.1 The SENCO will be assisted by support members of staff.

7.2 The role involves (not an exhaustive list):

- Identifying and supporting students with Special Educational Needs and maintaining the Special Needs register and the G&T register
- Assessing students who are causing concern academically, physically or with their behaviour
- Assisting and advising class teachers in planning appropriate programmes of work for students with Special Educational needs
- To disseminate information about specific students to relevant staff.
- Monitoring SEN student progress and setting up 1:1 interventions and group interventions
- Deploying and directing non-teaching support for students with Special Educational Needs
- Ensuring that Teacher Assistants have the necessary training and support to deliver programmes of work and interventions.
- Communicating with the parents of students being helped.
- On-going organisation of the staged assessment in line with the Code of Practice including writing and reviewing IEPs.
- Identifying and organising resources.
- Communication with outside agencies in relationship to the needs of the identified students.
- Organising and attending annual Consultation Meetings.
- To conduct annual reviews of students with plans.

Records

8.1 Grove, in line with the Code of Practice, will keep a register of all students with Special Educational Needs. The SENCO will take responsibility for ensuring that all records are properly kept, in line with the LA and are available as needed.