

Policy for Special Educational Needs and Disabilities (SEND) at St Margaret's Academy

1. Introduction

All children should have access to a broad, balanced and differentiated curriculum in which they learn, make progress and experience success. St Margaret's Academy is committed to providing the necessary resources for early identification, assessment and support for all children with special educational needs (SEN). The school has appointed Mrs S Pike as SENCO (Special Educational needs Coordinator); however, every member of staff is a teacher of SEN and takes responsibility for meeting the needs of the children with SEN in their care.

This policy was created by the school SENCO in liaison with the SEN Governor, SLT, staff and parents and complies with the following statutory guidance:

- SEND Code of Practice 0-25, January 2015
- 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

2. Aims

- To raise the aspirations of and expectations for all pupils with SEN
- To plan for the needs of children with SEN in partnership with parents, supported by the SENCO, the class teacher, head teacher and outside agencies
- To focus on desired outcomes and not just hours of support / provision
- To equip the children with the skills needed for their life beyond school.

3. Objectives

- To identify children with particular or special needs as early as practicable in their school career.
- To work within the guidance of the SEND Code of Practice 2015.
- To provide support and advice for all staff working with pupils with special educational needs
- To make full use of the expert support facilities available. E.g. Medical services, Education Psychology services.
- To cater wherever possible for the full range of special needs within the school.
- To involve parents in a partnership throughout the SEN process

4. Identifying Special Educational Needs

For the purpose of this policy, and with regard to the SEND Code of Practice (2014), we use the following definition of SEN:

A child has special educational needs if he or she has a significant greater difficulty in learning than their peers or a disability that requires special educational provision.

The code of practice identifies 4 broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and / or physical needs

These four broad areas provide an overview of the range of needs that are planned for. The purpose of identification is to work out what action the school needs to take. The following are not SEN but may impact on progress:

- Attendance and punctuality
- Health and welfare
- EAL
- Being a looked after child

- Being in receipt of pupil premium funding
- Disability (the Code of Practice duty for all schools to make reasonable adjustments under the current Disability Equality legislation. Disability alone does not constitute SEN)

A Graduated Approach to SEN: Assess – Plan – Do – Review

Class teachers, supported by the senior leadership team (SLT), review every child's progress on a termly basis. Pupils making less than expected progress given their age and individual circumstances are identified. The first response to slower than expected progress, is high quality teaching differentiated for the individual pupil.

If a pupil continues to make slower than expected progress, the class teacher, SENCO and key stage leader review assessment data from within the school, alongside national data and expectations of progress. In addition to high quality teaching for all, small group or individual intervention may be required. Details of support are recorded on the school provision map which is collated and monitored by the SENCO. If a pupil continues to make less than expected progress despite high quality teaching and additional intervention, the pupil may have a special educational need and will have SEN support. If the class teacher and SENCO feel the pupil has a high level of need, the school draws upon more specialised assessments from external agencies and professionals. Parents will be involved if a referral is made to any of the following external agencies / professionals:

- Torbay SEN Advisory Teacher (Gill Hague)
- Torbay Educational Psychology Service
- Speech and Language Therapy Service
- School Nurse Team who may refer to paediatricians
- CAMHS (Child and Adolescent Mental Health Services)

The school will act upon the advice and recommendations of external professionals for a minimum of two terms. If the school is still concerned about the progress of a pupil despite high quality teaching, interventions and support from external professionals, the pupil may require the support of an Education Health and Care plan (EHCP) and a request for statutory assessment will be made.

5. Supporting Pupils and Families

Support for pupils and their families can be found within school via the class teacher, SENCO or Head teacher. There are termly progress meetings with parents, but any parent may request a meeting with a member of staff if they have concerns. There is also the SEN Information Report available on the school website and the Torbay Local Offer is available at www.torbayorb.com which provides information and support for parents. Parents can also contact SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service www.sendiasstorbay.org.uk) for impartial advice and support.

Some children with SEN will have access arrangements (extra time / scribe / transcribe/ breaks) when they take their end of key stage SATs assessments and this is organised by the class teacher, SENCO and Data Coordinator (Mr L Marchant). Extra transition arrangements may be made for children transferring to another school, across key stages and from class to class.

6. Supporting Pupils with Medical Conditions

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 with medical conditions may also have SEN and may have a statement or Education, Health and Care Plan which brings together education, health and social care needs.

7. Monitoring and Evaluation of SEND

The school regularly monitors and evaluates its provision offered to all pupils. This takes the form of lesson observations, regular reviews of interventions, pupil attainment and achievement data, work scrutiny, learning walks, sampling of parent and pupil views, discussion with Governors. These monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

8. Training and Resources

In order to maintain and develop the quality of teaching and provision and to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to discuss the needs of individual pupils. The SENCO regularly attends Torbay SEN Cluster meetings and has gained the National Award for SEN Coordination through Plymouth University.

9. Roles and Responsibilities

The SEN Governor regularly meets with the SENCO. The SEN governor plays a key role in monitoring the provision for pupils with SEND and will act as a champion for these pupils.

The school employs several teaching assistants who are an integral part of classroom life. They are line managed by the SENCO who is responsible for their deployment and development. The Deputy Head Teacher (Mrs S Pike) is the designated safeguarding lead and is also responsible for the school's looked after children.

Reviewed:

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