

ZOUCH ACADEMY



Special Educational Needs and Disability Policy



Introduction

Definitions of Special Educational Needs and Disability (SEND) are taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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

The provision and support made for children and young people with special educational needs and/or disabilities in England has been reformed and new legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEND Code of Practice also accompanies this legislation. More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: www.education.gov.uk/schools/pupilsupport/SEND.

1. Mission statement

Zouch Academy is a mainstream school, which strives to provide the best learning opportunities for all children. We recognise that all children are individuals who have different learning needs and we work hard to ensure all children are given the right balance of support and challenge. Every child should have the opportunity to access all curriculum areas, regardless of whether or not a pupil has Special Educational Needs. Any SEND support offered by the school will be planned according to individual needs, following procedures outlined in this policy. Every child should have equal opportunities within the school.

2. Aims and Objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs and Disability Code of Practice.

Our aims are:

- To ensure that SEND provision is consistent with the Code of Practice 2014, SEND & Disability [SEND] Act 2001, Disability Equality Duty 2008, and Local Guidelines.
- To ensure that SEND provision is consistent throughout the school to maximise pupil progress ▪ To enable accurate monitoring of SEND coverage.
- To highlight the values and beliefs, relating to SEND of all those who are involved with SEND at our school

Objectives

- a. Identify the needs of pupils with SEND as early as possible. This is most effective when information is gathered from parents, education, health and care services, early years" settings or any previous schools prior to the pupil's entry into the school.

- b. Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers and support staff will help to ensure that they are able to reach their full potential.
- c. Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for. Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEND Policy and the school's SEND work.
- d. Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- e. Create a school environment where pupils feel safe to voice their opinions of their own needs. This means providing a range of opportunities for pupils' opinions to be heard and taken into account.

3. Responsibility for the coordination of SEND provision

The person responsible for overseeing the provision for children with SEND is Mrs Becky O'Brien (Principal)
The person co-ordinating the day to day provision of education for pupils with SEND is Jackie Udale

4. Arrangements for coordinating SEND provision

The SENDCo will hold details of all relevant SEND Support records such as provision maps and records for individual pupils.

All staff can access:

- The Zouch Academy SEND Policy;
- A copy of the full SEND Register;
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans);
- Information on individual pupil's special educational needs
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on current legislation and SEND provision
- Information available through Wiltshire's SEND Local Offer

This information is made accessible to all staff in order to aid the effective co-ordination of the school's SEND provision. In this way, all relevant staff will have complete and up-to-date information about pupils with special needs and their requirements which will enable them to provide for the individual needs of those pupils.

5. Admission arrangements

As a school we are committed to inclusion. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. More detailed information about admission arrangements are available in the admissions policy and the school prospectus. Both these documents are on the school website.

6. Facilities for pupils with SEND

Whilst Zouch Academy has no specialist SEND provision, we are committed to whole school inclusion. As such we endeavour to make reasonable adjustments to enable all our pupils with SEND and disabilities to access a broad and balanced curriculum and participate in the wider life of the school. The school's Disability Equality Policy and Access Plan are available on the school website.

7. Allocation of resources for pupils with SEND

All pupils with SEND are funded through the schools budget. School may access additional funding for some named pupils with SEND. For those with the most complex needs, additional funding is retained by the Local Authority.

8. Identification of pupils needs

(a) Broad areas of need

Communication and Children with speech, language and communication needs (SLCN) have Interaction (CI) difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning (CL)	Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
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Social, emotional and mental health Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming **difficulties** withdrawn or isolated, as well as displaying challenging, disruptive or **(SEM)** disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs (SP) Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children an MSI have a combination of vision and hearing difficulties.

(b) A graduated approach:

(i) Wave 1 – Inclusive Quality First teaching

Research suggests that the key to success with all learners is **inclusive quality first teaching** (IQFT). All classroom teachers have a crucial role to play - as specialists and professionals who typically know most about their pupils - in addressing barriers to learning, long before a pupil is referred for additional intervention & support.

The elements of IQFT are summarised below:

- highly focused lesson design with sharp objectives
- inclusive learning with the needs of pupils met through teacher planning, lesson delivery and assessment
- high demands of pupil involvement and engagement with their learning ▪ high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently ▪ regular use of encouragement and authentic praise to engage and motivate pupils.

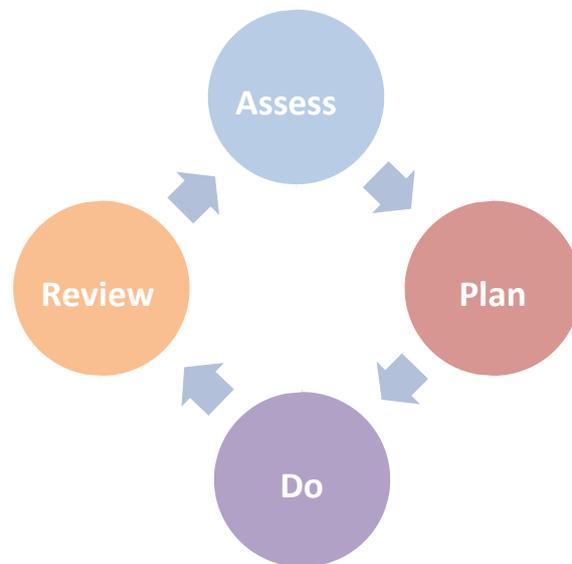
However some pupils fall behind from their peers or struggle with their demands of their school work and any pupils who are falling significantly outside of the range of expected academic achievement for their age will be closely monitored by the class teacher. The class teacher will further develop/implement a differentiated programme of learning within the classroom, including teaching assistant and/or parental support where appropriate. It is at this stage that initial concerns about a child possibly having SEND may be raised by the class teacher, parents or other professionals.

At this stage an Initial Concern Form will be completed and given to the SENDCo. A copy will be kept in the child's individual records and by the SENDCo and the child and their parents will be fully informed of the concerns of their child's teacher. The teacher will review the child's work/progress and their work will be monitored closely and recorded. Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made. If the child is still not making satisfactory progress, the class teacher will consult the SENDCo who with the teacher and the child's parents will make a decision based on the evidence gathered about the most appropriate course of action. This could include adding the pupil to the Special Needs Register.

(ii) Wave 2 Additional Targeted SEND Support

Where it is determined that a pupil does have SEND, this will be discussed with the parents and, with parental consent, the pupil's name will be added to the school's SEND Register. The aim of identifying a pupil with SEND is to help school ensure that effective provision is put in place and so reduce barriers to learning and enable the pupil to make progress. The support provided consists of a four – part process: Assess, Plan, Do and review

Assess, Plan, Do, Review Cycle



Assess

The pupil's needs will be assessed using a variety of sources: the class teacher's knowledge and assessment of the pupil's progress and attainment; comparisons with peers and national data; the parents' views and experience of the child; the pupil's views and if appropriate, the views of an external support service.

Plan

Teacher, SENDCO, parent and child (if appropriate) agree on interventions and support to be put in place. Expected impact and review are discussed. Staff who work with the child are informed of needs, support and teaching approaches/strategies required.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review

Review of the child's progress will take place at review meetings/parents evenings and will take account of the impact and quality of support and interventions, the pupil's and parents views. Where necessary and appropriate, in conjunction with the SENDCO, support/interventions will be revised based on the pupil's progress and development.

This is an on-going cycle to enable the provision to be refined and revised as our understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. At this stage, school may allocate additional

teaching assistant support and/or seek support/guidance from outside agencies. Parents would be kept fully informed with reviews for pupils on the SEND register being held termly or more often if needed. Parents will be provided with clear information about the impact of any support or strategies to enable them to be involved in planning the next steps for their child. If the targeted support needs increasing we will then move to Wave 3 Specialist SEND support.

(iii) Wave 3 Specialist SEND Support

At the regular reviews we will discuss with parents securing specialist support for their child. This might be in the form for example speech and language therapy. Parents will be provided with clear information about the impact of any support or strategies to enable them to be involved in planning the next steps for their child.

Referral for an Education, Health and Care Plan

If a child has complex needs requiring complex arrangements, they may undergo a Statutory Assessment Process. This can be requested by the school, a parent or other professionals. This will occur where the complexity of need or additional clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEND Local Offer: www.wiltshire.sendlocaloffer.org.uk

(iv) Education, Health and Care Plan [EHC Plan]

Following Statutory Assessment, an EHC Plan will be provided by Wiltshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

9. Access to the curriculum, information and associated services

Every effort will be made to educate pupils with SEND alongside their peers. The SENDCo will consult with the child's parents and reasonable adjustments will be made to ensure pupils with SEND have access to a broad and balanced curriculum. This may be through the provision of additional support or specialist equipment.

10. Inclusion of pupils with SEND

The Principal oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by all staff together with the SENDCo to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through regular meetings with the LA SENDD team.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This happens through pupil progress meetings, parents' evenings, SEND review meetings and staff, pupil and parent questionnaires. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENDCO, Principal and SEND Governors. Information is gathered from different sources such as child and parent surveys, teacher and staff surveys, and parent's evenings. This will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014. Evidence collected will help inform school development and improvement planning.

12. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCo, who will be able to advise on formal procedures for complaint. The school's Complaints Procedure is available on the website.

13. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

This may include the following:

- Induction training for new staff.
- In house CPD sessions on new initiatives or interventions.
- Safe Handling Training.
- Speech and Language.
- Courses related to pupils' specific needs (e.g.: autism, Downs syndrome, ADHD, dyslexia etc.)

The SENDCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities.

14. Links to support services / outside agencies

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCo who will then inform the child's parents.

The following services will be involved as and when is necessary:

- Educational Psychology Service (EPS) Speech and Language Therapy Service (SALT) Child, Adolescent Mental Health Service (CAHMS)
- Health e.g.: school nurse, paediatricians, physiotherapists, occupational therapists ▪ Social care.

15. Working in partnerships with parents

Zouch Academy believes that a close working relationship with parents is vital in order to ensure:

- a) Early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) Continuing social and academic progress of children with SEND
- c) Personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through termly parent's evenings, SEND reviews and reports at the end of the school year. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND Governors may be contacted via the school office in relation to SEND matters.

16. Links with other schools

The school is a member of The White Horse Federation. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise. Transition
In addition to the transition arrangements made for all pupils in Year 6, plans for pupils with SEND will be formulated with their allocated secondary school on an individual basis. Parents will be kept informed and involved in this planning.

17. Links with other agencies and voluntary organisations

Zouch Academy invites and seeks advice and support from external agencies in the identification, assessment and provision for SEND. The SENDCo is the designated person responsible for liaising with outside agencies and any voluntary organisations involved with pupils with SEND.

This policy will be reviewed annually.