



Special Educational Needs and Learning Difficulties Policy

Subject Leader: Ms R Stott

1 Status and Scope

- 1.1 Application: This policy applies to all pupils, parents and staff at Abbey Woods Academy. Copies of the policy are available on request, and the policy is published on the Academy's website.
- 1.2 Policy status: This policy has been approved by the Head and the Governing Body of the Academy. It takes into account the Special educational needs and disability code of practice: 0 to 25 years (DFE - 0000205-2013), Department for Education (DfE), July 2014 (Code). The procedures set out below may be adapted as appropriate to meet the policy aims and circumstances of each case, but all Special Educational Needs (SEN) decisions will be informed by the Code.
- 1.3 The policy takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010.
- 1.4 Accessibility: This policy can be made available in large print or other accessible format if required.

2 Principles

- 2.1 The Academy's approach to SEN and learning disabilities will operate within the following five principles:
 - 2.1.1 a child with SEN should have their needs met;
 - 2.1.2 the needs of children with SEN will normally be met in mainstream schools or settings;
 - 2.1.3 the views, wishes and feelings of the child or young person should be taken into account;
 - 2.1.4 parents have a vital role to play in supporting their child's education;
 - 2.1.5 children with SEN should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum.
- 2.2 The Academy and the Governing Body of the Academy will act in accordance with the Academy Funding Agreement.

3 Definitions

- 3.1 Special Educational Needs: Children have SEN if they have a learning difficulty which calls for special educational provision to be made for them.
- 3.2 Learning difficulty: Children have a learning difficulty if they:
 - 3.2.1 have a significantly greater difficulty in learning than the majority of others of the same age; or

- 3.2.2 have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post-16 institutions (if your child has a disability, please ask to see our Disability Equality Scheme);
- 3.2.3 are under five and fall within the definition at 3.2.1 or 3.2.2 above or are likely to do so when of compulsory school age if special educational provision was not made for the child.
- 3.3 Special Educational Provision means:
- 3.3.1 for children of two years or over, , or a young person, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the same age in mainstream schools in England, maintained nursery schools in England, mainstream post-16 institutions in England, or places in England at which relevant early years education is provided.
- 3.4 SEN Coordinator (SENCo): This is a member of the senior leadership team at the Academy who has responsibility for co-ordinating SEN provision in the Academy. The Academy has 1 SENCo. They are Suzanne Holmes (Assistant Head / Inclusion). The responsibilities of the SENCo will include:
- overseeing the day-to-day operation of the Academy's SEN policy
 - co-ordinating the provision for children with SEN
 - liaising with the relevant Designated Teacher where a looked after pupil has SEN
 - advising on the graduated approach to providing SEN support
 - advising on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively
 - liaising with parents of pupils with SEN
 - liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
 - being a key point of contact with external agencies, especially the local authority
 - liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
 - working with the principal and academy governors to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
 - ensuring that the academy keeps the records of all pupils with SEN up to date.
- 3.5 A "mainstream" school / academy is a school / academy that provides education mainly for children who do not have SEN. The Academy is "mainstream", as opposed to a special school, which would provide education solely for children with SEN.

4 Policy statement

- 4.1 The Academy: We at Abbey Woods Academy understand that each pupil has individual and unique needs. However, some pupils require more support than others to achieve. We acknowledge that a significant proportion of pupils will have SEN at some time in their academy career. Many of these pupils may require help throughout their time in education, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. Abbey Woods Academy aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the academy curriculum.

In particular, we will:

- ensure that all pupils, whatever their needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning;

- work collaboratively with pupils, parents and professional and support services;
 - enable every pupil to experience success;
 - promote individual confidence and a positive attitude;
 - give pupils with SEN equal opportunities to take part in all aspects of the academy's provision, as far as is appropriate;
 - ensure that children with SEN have opportunities to receive and make known information, to express an opinion and have that opinion taken into account in any matters affecting them;
 - identify, assess, record and regularly review pupils' progress and needs;
 - involve parents/carers in planning and supporting at all stages of their children's development.
- 4.2 Training: All of our teachers are trained to work with children with SEN. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or LA courses, provision of books or guidance towards useful websites.

Some of our TAs and HLTAs have expertise and training in SEN areas or specific interventions. All TAs work with children with SEN and disabilities.

If we identify information we can't access without the aid of additional, more specialist help, the school is able to buy-in additional expertise from the local authority. This includes access to Educational Psychologists and Advisory Teachers.

- 4.3 Consultation: We will consult with the child and the child's parents about the child's learning difficulties / SEN and ensure that teachers are given any necessary information about a child's learning difficulties / SEN and that teaching practices are appropriate.

5 Identification, screening and assessment

- 5.1 Screening test: Screening tests for learning difficulties / SEN are carried out in Foundation or at the point of enrolment with the academy. We recognise that such screenings / assessments should not be regarded as a single event, but as a continuing process.
- 5.2 Outcome of tests: If the outcome of a test or any other circumstances gives us reason to think that your child may have a learning difficulty / SEN, we will report and consult with you as necessary and make recommendations.
- 5.3 Formal assessment: If the test results indicate that your child may have a learning difficulty which ought to be assessed without delay, we will ask you to agree to your child being formally assessed by a Local Authority educational psychologist or a speech and language therapist, or other identified specialist.

6 Provision

- 6.1 Students known to have SEN: If a pupil is known to have SEN when they arrive at the Academy, the Head, SENCo, literacy and numeracy coordinators, departmental and pastoral colleagues should:
- 6.1.1 use information from the pupil's primary school to provide starting points for the development of an appropriate curriculum for the student;
- 6.1.2 identify and focus attention on the pupil's skills and highlight areas for early action to support the pupil within the class;

- 6.1.3 ensure that ongoing observation and assessment provide regular feedback to all teachers and parents about the pupil's achievements and experiences, and that the outcomes of such assessment form the basis for planning the next steps of the pupil's learning;
- 6.1.4 ensure that appropriate informal opportunities for the pupil to show what they know, understand and can do, are maximised through the pastoral programme;
- 6.1.5 involve the pupil in planning and agreeing targets to meet their needs;
- 6.1.6 involve parents in developing and implementing a joint learning approach at home and in school.
- 6.2 Graduated approach: The Code recommends a four part cycle through which earlier decisions and actions are re-visited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The Academy's approach is explained in the table below. However, each case will be considered on an individual basis and where necessary action taken outside of this approach.
- 6.3 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff

Stage of provision	Action involved	Who is involved
Assess	<ul style="list-style-type: none"> In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. 	Parent Pupil Class Teacher SENCo External Professional (if required)
Plan	<ul style="list-style-type: none"> The teacher and SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date of review. One Page Profiles will be put in place and a clear date for review agreed. 	Parent Pupil Class Teacher SENCo
Do	<ul style="list-style-type: none"> The class or subject teacher will remain responsible for working with the child. The SENCO will support the main class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. 	Pupil Class Teacher TA / HLTA (if required) External Professional (if required) SENCo
Review	<ul style="list-style-type: none"> The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. The support will be revised in light of the pupil's progress and development in consultation with the pupil and parents. 	Parent Pupil Class Teacher SENCo External Professional (if required)

Stage of provision	Action involved	Who is involved
Involving specialists	<ul style="list-style-type: none"> • Where a pupil continues to make less than expected progress, despite evidence based support and interventions the academy will consider involving specialists after discussing the matter with the pupil's parents. • If no progress is being made a request for an Education, Health and Care Needs assessment can made to the Local Authority by the Principal / parents / services such as Educational Psychologist / Speech and Language Therapy (SALT) / Occupational Therapy. • LA meets and reviews advice and reports from professionals. • EHC assessments will apply to very few pupils. 	Parent Pupil Class Teacher SENCo External Professional (if required)
Education, Health and Care (EHC) Plans	<ul style="list-style-type: none"> • LA issues EHC plans based on evidence provided by above agencies. • Individual Education Plans and reviews of IEPs. • Annual Review of the EHC plan. 	Parent Pupil Class Teacher SENCo External Professional (if required)

7 One Page Profiles

7.1 One Page Profiles: If the parents and the Academy decide that a pupil should receive additional support, apply for an assessment or an Education Health and Care Plan, the Academy will work with the parents and other agencies if appropriate in order to employ strategies to assist progress. Such strategies which will be written in a One Page Profile, will include:

- the short term targets set for or by the pupil
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and / or exit criteria
- outcomes (to be recorded when the One Page Profile is reviewed).

7.2 Review: One Page Profiles will be reviewed at least twice a year.

8 Education Health and Care Assessments and Education Health Care Plans

- 8.1 Education Health and Care Assessments (Assessment): The Academy (as well as the parents) can ask the LA to arrange an Assessment of the pupil. The Academy will always consult with parents before exercising this right. If the LA refuses to make an Assessment, the parents (but not the Academy) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).
- 8.2 Provision under the Education Health Care Plan (EHC Plan): Where a prospective pupil has an EHC Plan, we will consult the parents and, where appropriate, the LA to ensure that the provision specified in the EHC Plan can be delivered by the Academy. We will co-operate with the LA to ensure that annual reviews of EHC Plans are carried out as required.

9 Welfare and examinations

- 9.1 Welfare needs: The Academy recognises that pupils with special educational needs or learning difficulties may be at risk of being bullied. The Academy has an anti-bullying policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.
- 9.2 Concerns and complaints: We need to know immediately if your child's progress or behaviour causes you concern so that we can devise and agree a strategy with you and carry it out. We aim to resolve all complaints informally but parents who have a complaint about SEN provision should refer to the Academy's complaints procedure.
- 9.3 Examinations: Children who have been diagnosed as having a learning difficulty / SEN may be eligible to apply for extra time to complete internal examinations and public examinations. You are asked to liaise with your child's Class Teacher in good time with respect to this.

10 Record keeping

- 10.1 Records from previous schools: Primary schools are required to transfer to secondary schools records for all pupils within 15 school days of pupils ceasing to be registered at the school. The Academy will make full use of this information in determining the provision for pupils with learning difficulties or SEN.
- 10.2 SEN Records: The SENCo has responsibility for ensuring that records are properly kept and available as needed.

11 Monitoring, evaluation and review

- 11.1 Annual review: The Governing Body will, on at least an annual basis, consider and report to parents on the effectiveness of the Academy's work on behalf of children with SEN. They may wish to consult support services used by the Academy, other schools and parents. The governing body will advise the Academy as to whether any amendments to the policy are required.
- 11.2 SEN information report: The Governing Body will, in accordance with the Special Educational Needs and Disability Regulations 2014 publish information on the Academy's website about the implementation of this policy. The information will be updated at least annually.

11.3 Evaluation:

The Governing Body will ensure that:

- SEN provision is an integral part of the academy improvement/development plan;
- they are fully informed about SEN issues, so that they can play a major part in academy self-review;
- they set up appropriate staffing and funding arrangements, and oversee the academy's work for pupils with SEN;
- the quality of SEN provision is regularly monitored;
- they, and the academy community as a whole, are involved in the development and monitoring of this Policy.
- Liaising with the academy SENCO.
- Taking an active part in reviewing the SEN Policy.
- Ensuring the provision is directly related to need.
- Ensuring that there is sufficient finance and support to guarantee the effective operation of the Policy.

The named Governor with responsibility for SEN is Linda Sujeewan.

Approved by the Governing Body

Signed:	<hr/> <p>Chair of Governors</p> <p>Name:</p>
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Date:	
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Review date: