

Policy for Special Educational Needs and Disabilities

at

Abbot Alphege Academy

Bath and Mendip Partnership Trust

Review Due: Feb 2020

Last review: Feb 2019

Any named persons in this policy are outlined below:

| Name | Role |
|---------------------|----------------------------------|
| Jo Clark | Inclusion lead |
| Dr Anne Bull | Executive Headteacher |

1. Introduction

Abbot Alphege Academy (AAA) is committed to providing a full curriculum to as wide a range of pupils as possible. We believe that children learn best in a warm, caring environment where every effort is made to foster strong relationships between children, adults, and the community. We believe in the importance of positive self-esteem for all children. Our school aims to build a supportive, caring community within which all members recognise the dignity, rights, cultures, and attitudes of others and work together in an atmosphere of mutual self-respect. We seek to establish a culture which encourages each one of us to realise our full potential, to make use of our special talents and to strive for the fulfillment that comes from achieving individual excellence.

If we are to be truly inclusive in our approach then we must ensure that our buildings, furniture, educational equipment and books, together with our approach to teaching and learning, give the widest possible access to the greatest number of pupils. Pupils with needs ranging across the four areas outlined in the 2014 Code of Practice are fully integrated and supported.

The four areas of SEND have been identified by the 2014 code as:

- Communication and Interaction
- Social, Mental and Emotional Health
- Sensory and/or Physical Needs
- Cognition and Learning

We have a Disability Access Plan in place to ensure a systematic approach to meeting our philosophical and statutory commitment to widening educational access within our school.

2. Aims and Objectives of Policy

Our aim is to raise the aspiration of, and expectations for all pupils with SEND, with a specific focus on positive outcomes, both in terms of pupils' academic progress and their emotional wellbeing. We seek to provide an effective in-school support framework by:

- identifying individual children with particular needs
- supporting these as and when possible
- including pupils and their parents in planning and implementing their support

We aim to offer a range of support appropriate to helping low achievers and less able children, extending very able children, building confidence in all pupils, including addressing specific weaknesses and behavioural issues.

MAIN BODY OF THE POLICY

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (DfE and DoH, 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (DfE Feb 2013)
- SEND Code of Practice 0 – 25 (DfE and DoH, 2014)
- Schools SEN Information Report Regulations (2014)
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards 2014

HOW DO WE DO THIS?

1. We include every child into a mainstream class regardless of nature or degree of special need, so that s/he has the opportunity to participate, wherever possible, in all school activities.
2. We offer targeted support to identified pupils from a diverse range of experienced adults including class teachers, Learning Support Assistants (LSAs), and specialist teachers, through:
 - 'Quality first teaching' which provides focused differentiation in class work
 - short term withdrawal of individuals
 - short term withdrawal of small groups
 - in class support
 - We use external advice and help when appropriate.

WHO DOES WHAT?

3. As of September 2014 and the implementation of the New SEND Code of Practice, class teachers are responsible and accountable for the progress and development of all the pupils in their class, even where pupils access support from teaching assistants or specialist staff. At AAA, high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have, SEND.
4. At AAA we have a Learning Support Team (LST) which brings together all individuals involved in supporting pupils with SEND. The Learning Support Team consists of:
 - Dr Anne Bull: Executive Headteacher and SEND consultancy Lead
 - Mrs Jo Clark: Inclusion Lead
 - Caroline Ford, SEND Specialist

They are part of and are supported by, the Learning Support Team. Responsibilities include:

- Overall responsibility for Special Needs and Special Educational Needs and Disabilities.
- Overall responsibility for monitoring and reviewing pupil provision.

In addition to the Headteacher and the Inclusion Lead, the LST consists of:

- Sarah Halls: Head of School
- Sharon Badger: Head of School
- Amanda Trim: Assistant Headteacher
- Safeguarding Officers: Sharon Badger, Sarah Halls & Amanda Trim
- Medical Needs Manager: Deborah Chalke (School Nurse)
- Pupil Premium Managers: Sarah Halls and Jo Clark
- Special Needs teachers: Caroline Ford (SEND and dyslexia specialist) and Bridget Notice (Parent Support and specialist SEN teacher)

The LST:

- supports pupils
- liaises with teachers
- maintains the school's SEND register and oversees the records on all pupils with SEND
- liaises with parents of children with SEND
- liaises with external agencies e.g. Educational Psychologist.
- administers correspondence and paperwork relating to SEND

Class teachers:

- keep up to date with procedures and policies
- receive formal and informal in-service training
- are supported by the LST
- write and review Learning Support Plans and Support Agreements for pupils
- support and work together with LSAs in their classes
- endeavour to ensure parents are aware of, and involved in, their child's Learning Support Plan/Support Agreement
- respect the confidentiality of all SEND records and information

Governors:

5. Monitor and review SEND provision across the school. As of September 2014, the Governors will be given an annual SEND Report at the end of the academic year. A SEND Information Report will also be updated annually and published on the school website.

RESOURCES

6. Management of funds in relation to Special Education Needs is the responsibility of the Headteacher and Finance Manager. Funding for pupils with Education and Health Care Plans and Statements is used to provide specified support to those pupils and is monitored by the Learning Support Team. Human resources are allocated according to individual need by the Headteacher and LST, in relation to whole school needs.
7. SEND records are kept in a confidential central place which is accessible to all relevant staff members, as requested.

PARTNERSHIP BEYOND SCHOOL

8. Parents are invited and encouraged to contribute to their child's Learning Support Plan (LSP) or Support Agreement and subsequent reviews. These LSPs or Support Agreements and their expected outcomes are discussed with parents/carers three times a year before they signed. In addition to normal access to their child's teacher, parents can also discuss issues relating to SEND with the other members of the Learning Support Team at any time.
9. External support is provided by a range of professional services, including Educational Psychologists, Education Welfare Officer, Emotional and Behavioural Difficulties Support, Speech and Language Therapists, School Medical Officer, Occupational Therapist and EAL (English as an Additional Language) Teachers.
10. AAA participates in the local SENCO Cluster Group for In-service training if appropriate, and liaises with other schools when necessary, e.g. when children transfer.

Co-Production

11. The SEND policy is always revised in consultation with all staff and governors. When possible, AAA also consults with the following groups of people when changing the SEND policy and discussing SEND issues:
 - Parent council representatives
 - Parents of children with SEND
 - Parent Governors
 - Pupil Year group school council representatives

IDENTIFYING NEEDS AND PROVIDING SUPPORT

12. At AAA, we will know when children need extra help if:
 - Concerns are raised by teachers, parents/carers, or the child's previous school or preschool
 - There is a concern about the rate of progress a child is making
 - There is a change in a child's behaviour
 - A child asks for help, beyond usual needs
13. AAA's graduated approach reflects a continuum of needs and provision beginning with 'Quality First' teaching. If additional need has been identified for a child, then the school will consider setting in motion support in graduated steps. This support follows the cycle of 'Asses, Plan, Do, Review'.

There are four broad areas of need as set out in the 2014 SEND Code of Practice:

- Cognition and Learning Needs
- Social, Mental and Emotional Health
- Communication and Interaction
- Sensory and/or Physical Needs

THE 'QUALITY FIRST' APPROACH

14. High quality, inclusive teaching is delivered in all classes within AAA. This approach takes into account the learning needs of all the children in the classroom. Following this

approach, teachers, and all who teach and support children with SEND, enable all children to reach their potential by

- Providing differentiated work
- Removing barriers to learning for all pupils
- Having high expectations for all pupils
- Creating an inclusive learning environment

This is monitored closely by the Executive Headteacher, the Heads of School and the Inclusion Lead.

SUPPORT STEP 1:

15. Measurable and achievable targets will be set and a Support Agreement outlining interventions will be written by the class teacher, in consultation with parents. These interventions may be carried out by a Learning Support Assistant (LSA), by one of our Special Needs Teachers or in class by the class teacher. In some instances the support may be delivered by an outside agency, such as the Speech and Language team, following a referral agreed with parents, class teachers and the Inclusion lead. Pupils' progress will be monitored by the member of staff delivering the intervention and the class teacher.

If these targets are achieved then either:

- Subsequent learning targets are identified.
- Children are removed from the SEND Register, but progress is regularly reviewed and monitored.

If targets are not achieved, the child may be moved to the next step, following discussion with the Inclusion Lead and parents.

SUPPORT STEP 2:

16. On the next step of our school support plan, support becomes highly personalised and/or more extensive. A referral to an appropriate outside agency may well be made, though this could happen at any step.

- Teacher consults Learning Support Team.
- Individual progress and achievement records are collated to ensure that a firm base line for future assessment and progress is established.
- Educational Psychologist, and/or other external specialist services, become involved.
- Teacher and/or Learning Support Team draw up a Learning Support Plan which reflects additional support/intervention.
- Inclusion Lead/Teacher/LST discuss the Learning Support Plan with parents, who are asked to agree and sign it on a termly basis (three times a year).
- Records are accessed to ensure that there is no underlying medical or sensory impairment that is preventing learning.
- Teacher/SEND Administrator keeps tracking up to date.

In the case of pupils who are part of the Hearing Impaired Resource Base but who do not have a statement or EHC plan, the Teacher of the Deaf gives support to pupils and staff where

necessary to ensure they continue making good progress.

SUPPORT STEP 3, Education Health Care Plan (previously, 'Statement'):

17. If, after assessment, the Local Authority decides to award further appropriate provision, this will be arranged and put in place. From September 2014, this will be an Education Health Care Plan (EHC plan), which replaces the previously provided 'Statement'. If a child already has a Statement, then in consultation with parents and their child, this will be transferred into an EHC plan at some point before the end of 2018: this will probably be during a period of transition from one Key Stage to the next e.g. from KS2 to KS3. If the assessment does not result in a statement or EHC plan, parents have the right to appeal to the Local Authority.

MAINTAINING THE SYSTEM

18. Members of the LST meet to:

- provide a forum for discussion of both progress and problems
- help to maintain consistency throughout the school.
- provide in-house training

19.

Three times a year, at a given date, staff review Learning Support Plans and Support Agreements and write new targets/outcomes for intervention. This is done in collaboration with parents. Other SEND matters are brought to staff meetings regularly (including at year group meetings), or as necessary.

MONITORING

20. Monitoring is carried out:

- by Inclusion Lead, Executive Headteacher, Heads of School, Assistant Heads, Assessment & Data
- through opportunities at staff meetings for teachers to discuss, update and share support relating to pupils with needs.
- through stipulated review dates on Target Sheets, with class teacher and appropriate member of LST and parents
- through half-termly class teacher evaluations of their class plans and curriculum which are given to Headteacher
- through reviews of pupils receiving additional funding and with appropriate members of outside agencies.
- by Governors.

21. The whole school SEND provision is mapped by class and adult support. Interventions ensure that all needs are met fairly and accounted for.

22. Complaints about special educational provision can be made informally and formally to the appropriate person. All serious complaints are referred to the Executive Headteacher who takes overall responsibility. If necessary, the complaint is referred to the Governing Body.
See Complaints Procedure for AAA for further details.

Parents and Guardians please note:

23. Our SEND Information Report, along with the SEND Policy, is published on our website. There is also a link from there to the Local Authority's SEND Offer.

24. We would like you to understand that because a child receives some SEND support at some point, this does not turn him or her into a "SEND pupil" for ever more. Nationally, about 16% (i.e. 1 in 5) pupils will need some extra support at some time, but this need may be for a short or medium period of time only.

4. Publication of Information

If, as a parent of a pupil attending this academy, you require a paper copy of the information on this website, we shall provide this free of charge.

5. Review of Policy

This policy will be reviewed September 2020.