



# **The Grangefield Academy**

## **Special Educational Needs Policy**

**Nominated Lead - Mrs Vicky Pinkney  
Assistant SENCo – Miss Lauren Bannister  
Lead Governor - Mr David Barker**

**Date Approved by Governing Body:**

**Chair of Governors:**

**Next Review Date:**

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# **Special Educational Needs Policy**

## **Introduction**

At The Grangefield Academy, we are committed to providing the best possible learning experiences for all of our students. We believe in creating a mutually supportive environment in which students are guided to become creative, independent and responsible young adults.

All teaching staff are responsible and accountable for the progress, attainment, development and enjoyment of the students in their classes, including where students access support from teaching assistants or specialist staff. We are an inclusive Academy and believe that students with special educational needs or disabilities (SEND) have the right to thrive within our community alongside peers in a mainstream setting, wherever possible, in accordance with the DFES Special Educational Needs Code of Practice 2014. As an Academy which recognises the equality of each individual we will support all our students through an inspiring curriculum which meets the needs of all.

## **Aims**

1. The staff and governors at The Grangefield Academy promote a whole Academy approach to special educational needs. We work in collaboration with the Local Authority (LA) and outside agencies for the benefit of all students.
2. To involve and work with students and parents at all stages of the Code of Practice process and take into consideration their views.
3. To make use of outside agencies where necessary as part of the local offer using a planned and graduated response to individual need.
4. To work closely with partner primary schools in order to share detailed information about students with SEND, and to continue with a comprehensive assessment and recording programme throughout the Academy, including the passing on of relevant paper work.
5. To remove barriers to learning by providing teaching & learning methods, resources and learning opportunities that are adapted to meet the needs of all students.
6. To close the gaps in learning with their peers, for students on the SEND register and to review student progress termly or more often if appropriate.
7. To work collaboratively with teaching staff, Heads of Faculties (HoF), Heads of School (HoS), Assistant Heads of School (AHoS), and Personal Development Leader (PDLs), to inform and support individuals needs through sharing baseline information, Access Plans, Provision Mapping or EHCPs, targets and strategies through the Student Passports.
8. To evaluate annually the effectiveness of the SEND provision within the Academy using the Academy's review and evaluation process and the Provision Map.

## **Objectives**

- To take into account legislation related to SEN and Disabilities, including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Working Together to Safeguard Children 2013, Supporting students at school with medical conditions 2014.
- To ensure that all students' needs are identified, assessed and met and regularly reviewed to improve outcomes.
- To ensure all staff are aware of disability equality, and support positive outcomes for students.
- To provide flexible and sensitive support for student learning, and cater for students short and long term needs.
- To ensure that teaching staff are aware of students needs and to provide relevant information to inform their planning of classroom experiences.
- To give guidance on appropriate resources to meet the needs of the Academy and individual students.
- To establish a working partnership with parents to support student learning and development;
- To provide a framework for the monitoring, and evaluation of policy, practice and provision.
- To support appropriate CPD training for all staff.
- To keep the governing body informed of all aspects of learning support in The Academy.

## **The Management of Special Educational Needs**

The overall management of Special Educational Needs (SEN) is the responsibility of the Nominated Lead.

### **The Nominated Lead is responsible for:**

- The day to day operation of the Academy's SEN policy.
- Liaising with SLT/HOS/Alternative Curriculum Manager to discuss the allocation of resources and provision.
- Liaising and advising fellow teachers.
- Co-ordinating provision for students with SEND.
- Ensuring the Academy's SEND register is up to date and overseeing the records on all students with SEND.
- Liaising with parents/carers of students with SEND.

- Contributing to the CPD of staff.
- Being aware of what is being provided as the “local offer of services”.
- Liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies.
- Liaising with designated teachers where a child, who is looked after by the Local Authority, has SEND.
- Monitoring interventions and support to close the gaps in learning between students on the special needs register and their peers.
- Advising a graduated approach to providing SEND support.
- Advising on the use of the Academy’s delegated budget/other resources.
- Liaising with potential next providers of education.
- Work within the guidance provided in the SEND Code of Practice 2014.
- Work with the Principal and Academy Governors ensuring the Academy meets its responsibilities under the Equality Act.

### **Admission Arrangements**

Admission arrangements for students with SEND at The Grangefield Academy are in accordance with the Local Authority regulations and are non-discriminatory. It is part of the Academy’s approach to meeting the individual need by working closely with our partner primary schools and parents/carers to support transfer arrangements through:

- Year 6 data analysis.
- Effective collaboration with Year 6 teachers.
- Year 6 Transition.
- Enhanced Transition for students with more complex needs.
- Arranging pre-transfer visits

### **Access Arrangements**

The Academy strives to be an inclusive Academy and aims to be accessible for students with disabilities. The nature of the Academy buildings, layout and number of steps can cause a degree of difficulty for wheelchair users, however, stair lifts have been fitted. Most faculties have facilities on the ground floor and planned timetabling of rooms can provide access to all areas. There has been refurbishment of the school’s disabled toilets in line with Special Educational Needs Disability act.

### **The Allocation of Resources**

Resources have been allocated to provide:

#### **Staffing**

- Vice Principal Curriculum responsible for the line-management of SEND.
- The Assistant SENCo.
- Teaching Assistants and Behaviour Support Assistants.

### **Accommodation and Resources**

- Each School within the Academy offers a quiet base to facilitate learning for students with SEND.
- Each School has named TAs timetabled to lessons by Vice Principal Curriculum.
- Resources and staff are used to support all areas of the curriculum. In particular, attention is given to Literacy and Maths/Numeracy interventions for students who need support with their progress in both Key Stage 3 and Key Stage 4.
- All students in Y7 & Y8, including those with SEND, attend reading sessions every morning.

- Targeted students attend Lexia reading intervention in Y7, 8, 9 & 10.

SEN has a budget for professional development which provides courses for staff to develop their knowledge and expertise.

The Children & Families Bill 2013 suggests that Involvement of children, young people and parents are paramount in achieving better educational outcomes, particularly for students with SEND.

### **Identification, Assessment, Record Keeping and Review**

The new SEN Framework (2014) envisages that children's SEND are picked up early and support routinely put in place.

### **Identifying Special Educational Needs and Disabilities**

The definition of Special Educational Needs taken from the Special Educational Needs Code of Practice 0-25 year is:

“A child or young person has SEN if they have learning difficulty or disability which calls for special educational provision to be made for him or her”.

It continues,

A child of compulsory school age or a young person has a learning difficulty or disability if he or she

- Has a significantly greater difficulty in learning than the majority of others the same age or
- Has a disability that prevents or hinders him or her from making use of facilities or a kind generally provided for others of the same age in mainstream schools or main stream post 16 institutions

Section 6.25 – 6.32 of the Code of Practice identifies 4 broad categories of special educational needs

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

As such, all children who require school support must be registered under one of these categories. In addition we will monitor those children who we feel have an additional need but do not meet the threshold for School Support on our in school Additional Needs Register. (ANR)

Students will be placed on “SEND Support” when they continue to make inadequate

progress despite high quality teaching. It will also take into consideration information from partner primary school records, teacher assessment, parental/carer concern, SATs results, school assessments and baseline testing.

### Graduated Approach to SEND Support

<b>STAGE</b>	<b>PERSON RESPONSIBLE</b>
<p>1. Staff and/or parents to initially highlight concerns to Nominated Lead, who will offer advice, support and strategies that can be put into place within the classroom as part of Quality First Teaching and differentiation.</p>	<p>SLT including Nominated Lead            Heads of School (HOS)            Heads of Faculty (HOF)            Teaching staff</p>
<p>2. Identify what the barrier to learning is and discuss strategies for Quality First Teaching. Monitor intervention and impact.</p>	<p>Nominated Lead            HoS at in school meetings, Teaching staff &amp; Teaching Assistants</p>
<p>3. Identification of students who continue not to make progress despite Quality First Teaching Strategies and identify further assessment/intervention.</p> <p>At this stage the ASSESS-PLAN-DO-REVIEW process has completed one full cycle and the child is placed on the SEND register.</p>	<p>Nominated Lead (SLT)            HOS            HOF            Assistant SENCo            SLT            External agencies</p>
<p>4. Implementation of further intervention and outside agency involvement recommendations.</p>	<p>Nominated Lead            Assistant SENCo            HOS / HOD            Teaching staff            Teaching Assistants</p>
<p>5. Monitoring of impact and progress to inform future provision, intervention.</p> <p>Nominated Lead is informed at all stages.</p>	<p>SLT (including Nominated Lead)            HOS / HOD            Teaching staff, Teaching assistants            External agencies</p>

## **Identification and Review**

Students needs will be reviewed via regular SEND meetings, in line with SEND support in school, and Educational, Health and Care Plan (EHCP) Stages of the Code of practice. At both stages parental, student and staff views will be sought and Student Passports drawn up and reviewed at regular intervals. All staff will have a copy of an individual strategy sheet for each student. The teachers of students at both stages will refer to individual strategy sheets on a daily basis and implement them into their lessons in order to help students access the lesson. TA support will also use these strategy sheets and record student progress in staff planning files. The aim is to have an inclusive not exclusive system as this is of most value in meeting the needs of students through Quality First Teaching.

If progress is made students will move down a stage or off the SEND register and parents informed. If little or no progress is made steps will be taken in line with the Code of Practice to move then to the relevant stage.

SEND information will also be held on an Academy SEND provision map which will be updated on a regular basis.

The following assessment systems are also used

- NFER Sentence Completion/Context Comprehension
- Vernon Spelling
- The Neale Analysis of Reading Ability
- WRAT
- LA Specialist Learning Team

When students fail to make progress despite additional support an Education, Health and Care Plan (EHCP) may be considered.

## **Linked Documents**

Strategies for students' learning are written within their student passport on the Academy Google Drive. These are for all students that have special educational needs and students who have a particular need that staff should be aware of. Staff will be able to view the student's reading age, comprehension age, spelling age, KS2 SATS results and preferred learning style. It outlines the student's difficulty and lists strategies to aid learning if appropriate. The Linked Documents associated with each student also highlight how subject teachers can help to support the students to access the curriculum in their lessons.

IEPs are written for students at School Support or who have an EHCP. The IEP contains the student's targets and review information.

From September 2014 the Academy will be expected to publish a SEND information report.

The Nominated Lead, Assistant SENCo, Heads of Schools and Alternative Curriculum Manager are involved with outside agencies who are approached for advice and referrals when necessary.

**ASSESS - PLAN - DO – REVIEW PROGRESS**

<b>STAGE</b>	<b>PERSON RESPONSIBLE</b>
<p><b>ASSESS</b></p> <p>Teacher’s assessments and experiences of the pupil</p> <p>Pupil progress, attainment and behaviour</p> <p>The individual development in comparison to their peers</p> <p>The views and experiences of parents/carers</p> <p>Advice and support from external support agencies (as appropriate)</p>	<p>SLT (including Nominated Lead)</p> <p>HOS</p> <p>HOD</p>
<p><b>PLAN</b></p> <p>Teacher to plan highly differentiated lessons in conjunction and support with the Nominated Lead. (What changes will we make to teaching and learning to ensure the child’s needs are catered for in the classroom. This may include resourcing)</p> <p>All staff working with the child to be made aware of the individual needs, shared IEPs and Strategy sheets</p> <p>The plan for targeted provision will be discussed with the parents, the child and the subject teachers. Once this has been decided class teachers retain the responsibility for the child even when the child is undertaking targeted provision away from the classroom and supported by another adult. This provision must be connected to the whole class learning and the teacher must be fully aware of the activities and delivery of the provision. They must incorporate the progress the child has made through such additional intervention into whole class activities when they return.</p>	<p>Nominated Lead</p> <p>Teaching staff</p> <p>Teaching Assistants</p> <p>Parent/Carers</p> <p>Outside agencies</p>



Training to be put in place where appropriate

Timetabled targeted intervention which is monitored regularly

Class teachers to provide planning time to support staff in implementing interventions

Teachers to take responsibility for monitoring progress

Clear objectives to be explained to the child to impact on clear expected outcomes – additional provision that cannot be catered for by The Grangefield Academy will be considered if recommendations from outside agencies indicate this.

**DO**

The class teacher to be at the center of the day-to-day responsibility for working with all pupils including those identified with SEN

Teachers to have access to joint planning time with support staff

Intervention to be completed and recorded effectively so that teacher can have access to all work carried out and can therefore make informed judgements on progress made

Ongoing assessments of pupils with SEN is the responsibility of the class teacher and feedback to the Nominated Lead should occur when issues begin to emerge, it is not necessary to wait until review meetings

Teaching Staff  
TA  
Nominated Lead  
Assistant SENCo  
Parents/Carers  
Students

## REVIEW

Termly review meetings will be held to help track the progress of SEN students to assess if the child has achieved the target set during the plan stage. Discussions may include evidence of progress, which will be taken from a variety of sources such as observation, work scrutiny, assess work, use of assessment, standardised tests.

Is the child is on track to meet their end of year target?

Is there improvement in their former rate of progress?

Has there been a generalisation of skills developed during intervention which have been transferred back into the classroom?

Responses of pupils and parents should also be considered

If, as part of the review of the cycle, it is felt that this cycle is still not achieving the desired outcomes for the child despite all of the above actions being completed thoroughly, an EHC plan may be considered. If this is successfully applied for then:

### Children with EHCP – Education Health and Care Plans

All adults working with the child that has an EHCP must read the plan and be familiar with the content

A clear range of strategies and approaches to support class differentiation are implemented

Teachers must monitor progress towards meeting agreed outcomes regularly and adjust planning where needed

Nominated Lead to monitor progress termly with relevant staff, parents and students

Nominated Lead to hold annual review meetings in accordance with SEND CoP 2014

Teaching Staff  
Teaching Assistants  
Outside Agencies  
Nominated Lead  
Parents/Carers  
Students

### **Curriculum Support**

At The Grangefield Academy we believe that students with SEND are able to achieve in all areas of the curriculum, given appropriate resources, materials, encouragement, praise and teacher attention.

### **Teaching Assistant Support**

Teaching Assistant Support is directed primarily at the Core Subjects and assistants support the lower ability groups in English, Maths and Science. Support in other areas of the curriculum is dependent on individual needs and time allocation.

Assistants support all students within the group and are seen as an integral part of the Academy community providing additional benefits for both teachers and students. Their commitment, input into lessons and knowledge of the students is invaluable and all of the Teaching Assistants have undertaken CPD training to gain a recognised qualification in supporting students with SEND. Professional development is important and the staff go on courses as and when they become available.

### **Behaviour Support TAs**

Behaviour Support TAs work primarily with students who have social/emotional difficulties. The role of the TA is to promote the effective transition and inclusion of students whose social/emotional difficulties makes them vulnerable, disaffected or at risk of exclusion. Within the academy the TAs provide in class support to raise achievement and aspirations for identified students. They support group activities (organised either by the Nominated Lead, Head of School or Alternative Curriculum Manager) such as Anger and Behaviour Management, Social Skills and Enhancing Motivation sessions. They also support students in need of an alternative curriculum or college placement, and work with the Connexions Service to ensure ease of transition into college, work or work related learning. Behaviour Support TAs work with parents, teaching staff, schools and outside agencies to ensure the most effective package of support is in place for this small but vulnerable group of students.

### **Parental Involvement**

- **Information:** The Academy's SEND Policy document is available on request to all parents and the aims are published on the Academy's website. Parents are encouraged to discuss their concerns with Learning Guides, the Heads of Schools, Nominated Lead, Assistant SENCo, or Senior Staff through appointments, reviews and parents evenings. Parental views are valued, recorded and given due consideration throughout the process. Parents are made aware of support within the Academy for students with special educational needs through the review process. All outside agencies, including LA support services, national and local voluntary organisations are considered during the review.
- **Partnership:** The Grangefield Academy aims to work in partnership with parents of students with SEND. Initial notification to parents is by letter/telephone call when a concern is first expressed. Parents are invited to contribute and discuss concerns and progress at all stages of the plan, and during the review process their views are recorded.
- **Access for Parents:** The Grangefield Academy has found the most purposeful

means of communication is by meeting with parents and through direct telephone contact. Meetings are held in private offices or home visits can be arranged.

### **Success Criteria for the Academy Policy**

- The effectiveness of the Academy's SEND Policy and provision is reviewed and evaluated annually using the Academy's review and evaluation process.

### **Dealing with Complaints**

- If parents are concerned about the provision discussed with them at reviews or during a meeting they would be encouraged to forward their views to the Vice Principal responsible for SEN, the Head of Academy or the SEND Academy governor.