



# **The Grangefield Academy**

## **Special Educational Needs Policy**

**Nominated Lead - Mrs Vicky Pinkney  
Lead Governor - Mr David Barker**

<b>Date Approved by the Trust Board:</b>	October 2014
<b>Date Confirmed by Governing Board</b>	January 2015
<b>Next Review Date:</b>	September 2015

## **Special Educational Needs Policy**

### **Introduction**

Our academy community is founded on the key values of responsibility, positivity, honesty and respect. These values permeate all aspects of academy life and apply in equal measure to staff, students and governors. We are an inclusive academy which recognises the equality of each individual and their right to thrive within our community and we will support all our students through an inspiring curriculum which meets the needs of all.

Staff at The Grangefield Academy believe that students with Special Educational Needs and disabilities (SEND) must have their needs addressed. These students should have access to a broad balanced, inclusive education including the National Curriculum and be taught alongside their peers. The Grangefield Academy believes it is important to address student's needs as they arise and to provide support to meet those needs.

### **Aims**

1. To identify educational needs effectively using a co-ordinated assessment process advocated by the DfE and supported by the LA with an expected transparent local offer of services and provide the support necessary to enable students to make progress.
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 inform and support faculties in meeting individual need through sharing baseline information, Access Plans, Provision Map or IEPs, targets and strategies.
6. To review student progress termly or more often if appropriate.
7. To work collaboratively with teaching staff, HoF, HOS, AHOS and LAMs to ensure that barriers to learning are removed and students are enabled to achieve.

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**

1. The Academy has devised a clear framework for the implementation of one plan for 0 – 25 Education Health and Care which became statutory in September 2014. This is communicated to all staff through the virtual learning platform, Fronter and bespoke to the Academy (this is currently under review).
2. Initial assessment is through information received from partner primary schools together with subject teacher assessment or parental/carer concern, baseline assessment in English and Maths, SAT results and academy assessments.
3. Students are taught in groups which best match the subject strategies that give greatest access to a broad balanced curriculum to the individual needs. There may be movement of individuals across teaching groups to ensure that their needs are being met. Parents/carers are informed and involved in all stages by letter, telephone calls, review meetings and parent's evenings according to their statutory rights and their involvement is always welcomed.
4. In line with the recommendations in the Code of Practice 0 – 25 years (2014) the views of the student are always taken into consideration.
5. All staff are involved in accurate student assessment which will, if necessary inform intervention for students requiring SEND support in school. Assessment information is also used in SEND monitoring and reporting procedures. Assessment information will include National curriculum levels. All subject areas are required to make differentiated provision where appropriate to meet student's needs and keep accurate records of student's progress. All faculties are aware of and have regard to the advice given for SEND students and recognise that it is the responsibility of all staff to remove barriers to learning, set suitable learning challenges and plan to meet the diversity within each group. Information technology to support students with SEND is used when appropriate.

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

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

#### **The SENCo is responsible for:**

- The day to day operation of the school'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 in-service training 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 Looked After by the Local Authority has SEN.
- 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 use of 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 numbers of steps can cause a degree of difficulty for wheelchair users. However these have stair lifts 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**

- SLT responsible for and line-management of SEND.
- The SENCo.
- The Academy employs 9 Teaching Assistants and 3 Behaviour 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 SLT for Culture.
- 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, including those with SEND, attend reading sessions every morning.
- Targeted students attend Lexia reading intervention in Y7/Y8

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 "SEN 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/carers 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 SENCo, 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 SENCo            Heads of School (HOS)            Heads of Department (HOD) 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><u>SENCo</u>            SLT at whole School Students at Risk (WSSAR) Teaching staff            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>SENCo (SLT)            HOS            HOD            Assistant SENCo            SaLT            External agencies</p>
<p>4. Implementation of further intervention and outside agency involvement recommendations.</p>	<p>SEN            HOS            HOD            Teaching staff            Teaching Assistants</p>

<p>5. Monitoring of impact and progress to inform future provision, intervention.</p> <p>SENCo is informed at all stages.</p>	<p>SLT (including SENCo) HOS HOD</p> <p>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, pupil and staff views will be sought and Studentd Passports/ IEPs drawn up and reviewed at regular intervals. All staff will have a copy of an individual strategy sheet for each pupil and access to a pen portrait. The teachers of pupils at both stages will refer to individual strategy sheets on a daily basis and implement them into their lessons in order to help pupils access the lesson. TA support will also use these strategy sheets.

The aim is to have an inclusive not exclusive system as this is of most value in meeting the needs of pupils through Quality First Teaching.

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 pen picture in the Linked Documents on the Academy Frontier system. 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 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>                      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 SENCo)                      HOS                      HOD</p>
<p><b>PLAN:</b>                      Teacher to plan highly differentiated lessons in conjunction and support with the SENCo. (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 teacher must be fully aware of the activities and delivery of the provision so that they can incorporate the progress the child has made in such additional intervention into whole class activities when they return.</p>	<p>SENCo                      Teaching staff                      Teaching Assistants                      Parent/Carers                      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 centre 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

On – going assessments of pupils with SEN is the responsibility of the class teacher and feedback to the SENCo should occur when issues begin to emerge, it is not necessary to wait until review meetings

Teaching Staff  
TeachingAssistants  
SENCo  
Assistant SENCo  
Parents/Carers  
Pupils

<p><b>Review:</b></p> <p>Termly review meetings will be held to help track the progress of SEN pupils to assess if the child has achieved the target set during the plan stage. Discussions may include:</p> <p>Evidence of progress will be taken from a variety of sources such as observation, work scrutiny, assess work, use of assessment, standardised tests.</p> <p>If the child is on track to meet their end of year target</p> <p>Is there improvement in their former rate of progress?</p> <p>Has there been a generalisation of skills developed during intervention which have been transferred back into the classroom?</p> <p>Responses of pupils and parents should also be considered</p> <p>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:</p> <p><u>Children with EHCP – Education</u> <u>Health and Care Plans</u></p> <p>All adults working with the child that has an EHCP must read the plan and be familiar with the content</p> <p>A clear range of strategies and approaches to support class differentiation are implemented</p> <p>Teachers must monitor progress towards meeting agreed outcomes regularly, adjust planning where needed</p> <p>SENCo to monitor progress termly with relevant staff, parents and pupils</p> <p>SENCo to hold annual review meetings in accordance with SEND CoP 2014</p>	<p>Teaching Staff Teaching Assistants Outside Agencies SENCo Parents/Carers Pupils</p>

## **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 In-service training to gain a recognized 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 (organized either by the SENCo, 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 Prospectus. Parents are encouraged to discuss their concerns with Learning Guides, the Heads of Schools, SENCO, or Senior Staff through appointment, 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, do review process and 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 Principal or an academy governor.