Diocese of Salisbury
Academy Trust
'Beyond expectations for all of God's children'

Dunbury
Church of England Academy

Special Educational Needs Policy

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Special Educational Needs and Disability Policy

Rationale

All children have the right to a broad and balanced curriculum that is relevant and differentiated, and which demonstrates progression and coherence. As such, the academy is committed to identifying and supporting all pupils who experience difficulties and, subject to the overall constraints of the academy budget, provide such children with the levels of resources to meet their curricular needs.

Dunbury Academy is fully committed to upholding the SEND Code of Practice (2015).

Definition of Special Educational Needs and Disability (SEND)

Children have special educational needs if they have a learning, communication, emotional, physical, mental or social 'difficulty' which calls for *special educational provision* to be made for them. Children have a *special need* if they:

- Have a significantly greater difficulty in learning that the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in the academy.

Objectives

The objectives of our policy are to enable all children to:

- achieve their best
- become confident individuals living fulfilling lives.
- make a successful transition into adulthood, whether into employment, further or higher education or training

This is achieved through:

- Identifying and monitoring children's individual needs to ensure that the necessary provision is established and then monitored;
- Planning a personalised, appropriate and innovative approach to learning and to ensure that all targets set are specific, measurable, achievable, realistic and time related;
- Involving parents/carers and children in the identification and review of any targets/outcomes and where necessary those targets identified in a child's EHCP;
- Working in partnership with, and involve, parents/carers and outside agencies;
- Ensuring that all who are working with the children are aware of the procedures for identifying their needs, supporting and teaching them.

Roles and Responsibilities

The responsible persons for SEND at the academy are:

- Emma Richardson – Headteacher
- Steve Gorson– Academy Standards and Ethos Committee Member
- Joanna Stoker – SENDCO/Inclusion Lead

The SENCo at the Academy is Joanna Stoker. The SENCo is responsible for co-ordinating the day to day provision of education for pupils with SEND at the academy.

Academy Standards and Ethos Committee plays an important role in ensuring that:

- They are fully involved in developing and monitoring the Academy's SEND policy.
- They are up to date and knowledgeable about the Academy's SEND provision, including how funding, staffing and resources are deployed.
- The quality of provision is continually monitored.

Academy Standards and Ethos Committee will:

- Ensure that the necessary provision is made to meet the needs of all our pupils.
- Ensure that teachers in the academy are aware of the importance of identifying and providing for all pupils in their care.
- Ensure that parents/carers are notified of a decision by the Academy that specific provision is being made for the child.
- Have regard to the SEND Code of Practice (2015) when carrying out its duties towards all pupils in the academy.
- Have a written SEND policy containing the information as set out in the Special Educational Needs Regulations 1999 (reproduced in the SEND code of practice, 2015).

The Senior Leadership Team will ensure that procedures are in place to identify pupils' needs, including:

- Ensuring that all staff are supporting the identification, teaching and assessment of pupils with SEND;
- Overseeing and maintaining resources for a range of SEND.
- Ensuring that all staff have continued professional development relating to SEND.
- Working in close partnership with parents/carers and external agencies.
- Monitoring, evaluating and reporting on the provision for all pupils to the governing body.
- Co-ordinating the range of support and interventions available to children.

Access to the Curriculum

The Academy is committed to providing a broad and balanced curriculum, based on the National Curriculum for those pupils of compulsory school age. In all cases, class teachers will be responsible for the teaching and learning of pupils and ensure that work is appropriately

planned and differentiated. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.



SEND Support and The Graduated Approach to providing SEND support

Levels of SEND Support

- Quality first teaching including highly effective differentiation for the majority of children will be met in the classroom. In all classes teachers are responsible for the teaching and learning of all pupils, including those with SEND. The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved.

- SEN Support - a child whose progress is significantly below age related expectations or who needs a higher amount of support either 1:1 or small group, is placed on SEN Support. For all children an IEP (individual education plan, which focuses on the short term goals) and a OPP (One Page Profile which covers all provision and aspirations for the child) will be generated that has the child and their needs at the centre with outside agencies being consulted in order to provide additional support. This focusses on outcomes and provision that is needed to support the child. Everyone involved in the OPP, including parents, are kept up to date regularly with progress and all external agency reports are shared with parents. This process will inform short term targets for the child.

- Education and Health Care Plan (EHCP) - A child who requires specific support in class and where progress and needs have not been met through an IEP will be considered for an EHCP. An application can be put forward to the SEND panel to be considered for a EHCP. A child at this level will be allocated an SEND Lead Worker through Dorset SEND Service. Parents, the child, school and any other agencies involved will be asked for their input which will be presented to the Dorset Council SEND panel.

The Graduated Approach to SEND

Where a pupil is identified as having SEND, our school will take action to remove barriers to learning and put effective provision in place. This SEND support will take the form of a four part cycle, known as the graduated approach. These four parts are: Assess, Plan, Do and Review.

Assess - Class teacher and SENCO will carry out a clear analysis of a pupil's needs, drawing on

teacher assessment, experience of the pupil, previous progress and attainment and information from the school's core approach to pupil progress, attainment and behaviour. Assessments will be reviewed regularly to ensure that support and intervention are matched to needs.

Plan - If it is decided to place a pupil on SEND support, the parents will be formally notified. At our school, parents are part of the assessment and review process for pupils. The plan will be generated with the class teacher, SENCO, parents and pupil in order to identify the support and intervention required to meet the outcomes identified for the pupil.

Do - The class teacher will remain responsible for working with the child on a daily basis. Where a teaching assistant or specialist teacher works with the pupil either one to one or with a group the class teacher remains responsible for overseeing the planning and assessment of the intervention and feeding back to parents.

Review - The effectiveness of the support and the impact of this support on the pupil's progress will be reviewed alongside the parents and pupil in order to gain their views. This will then feed back into the analysis of the pupil's needs and inform the revised support in light of the pupil's progress. Where a pupil has an EHCP, the local authority and school must review the plan at least once a year.

Generation of an OPP for a Child

Following a review of the strategies, it may be necessary to make provision which is additional to, or different from, that which is already provided. It may be that the child:-

- Makes little or no progress even when teaching approaches are targeted to their particular needs.
- Shows signs of difficulty in developing skills in literacy or mathematics.
- Shows persistent signs of emotional or behavioural difficulties which are not addressed through the behaviour policy used in school.
- Has physical or sensory problems and despite specialist equipment still makes little or no progress.
- Has communication and/or interaction difficulties which lead to them making little or no progress.

The OPP will be generated in full consultation with the class teacher, the SENCO, parents, the child and in some cases, outside agencies, who may be involved with the child. Together, a OPP will be generated with the child at its centre. Long term goals will be considered and then the short-term goals (IEP) that will be needed to fulfil these longer-term goals. IEPs will be reviewed throughout the year and a meeting with the parents will be arranged to review

the OPP.

Requesting a EHC plan

Where, despite all of our best endeavours and evidence of at least three cycles of Plan, Do and Review, the child still makes little or no progress in the areas targeted, we will discuss with the parents and child the need for us to approach the LA to request a statutory assessment for a EHCP. However, this may or may not result in the LA issuing an EHCP. Where a child has an EHCP we will carry out an annual review which parents, child, the LA, outside agencies, Head teacher, SENCO and the class teacher will be invited to attend.

The EHCP will ensure a collaborative, joined up approach to support the child. There will be a single point of contact appointed called the SEND Lead Worker who will be responsible for liaising between all the interested parties ensuring that everyone is working together and effectively sharing information.

Criteria for exiting the SEND Register

Where specific planned provision has been successful and accelerated progress has been made so that the pupil is working within national expectations, then they will be removed from the SEND register and placed on a monitoring list for two terms to monitor ongoing progress.

Supporting Pupils at school with a Medical Condition

We recognise that pupils at our school with medical conditions need to be fully supported to allow them full access to education, including school trips and physical education. If children have a disability, we will comply with the duties under the Equality Act 2010. For some children and Individual Health Care Plan (IHCP) may be written. Some children will have their medical conditions recognised within their Education, Health and Care Plan.

Parent/Carer Voice

Parents/carers are important partners in the effective working relationship with the academy in raising their child's attainment. The Academy strives to ensure that parents/carers are fully involved in the identification, assessment and decision-making process in the academy. Parents'/carers' contribution to their child's education is valued highly by the staff in the academy.

Complaints Procedure

If parents/carers have a complaint concerning provision for their child, they should discuss

this with either the SENCO or the Head of School who will issue a copy of the Academy's Complaints procedure. The complaints policy is also available through the school's website.

Criteria for Evaluating the Success of our Policy:

The policy will be evaluated against the objectives stated on page two by:

- An analysis of the curriculum, support and resources that are deployed to meet the pupil's needs.
- An analysis of the pupil's academic, social and emotional data and the interventions in place to narrow identified gaps (this analysis will include evidence from learning walks and learning assistant appraisals).
- By involving the pupils, parents/carers and outside agencies in discussing, constructing and reviewing provision through the process of OPP's.