

SANDYE PLACE ACADEMY SEND Policy

Statement Document History

Issue	Date	Comment
1.0	June 2012	Approved by Governing Body
2.0	December 2012	Approved by Governing Body
3.0	March 2016	Approved by Board of Trustees
3.1	January 2018	Ratified by Board of Trustees
3.2	July 2018	Ratified by Board of Trustees

1. Rationale and Aim

The aim of this policy is to:

- Enable the best possible outcomes, aspirations and achievement for children and young people educated at Sandye Place Academy. In addition to foster an inclusive approach to working with children and young people with Special Educational Needs and Disabilities (SEND).
- Inform as to how SEND are identified and provided for so that children and young people with SEND have access to a full and varied curriculum.
- Enable parents, carers and external agencies to work together with Sandye Place Academy so that the needs of children and young people with SEND are fully met.

2. Policy

This policy has been written with regard to the Special Educational Needs and Disabilities Code of Practice: 0-25 years (Sep 2014) and the Equalities Act (2010).

3. Procedure

Definitions:

The 2014 Code of Practice states that a child or young person has SEN if “they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age.”

“A child or young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.”

A disability is defined by the Equality Act 2010 as ‘...a physical or mental impairment which has a long term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities’.

Assumptions:

From the 2014 Code of Practice with regard to ‘...made generally for other children or young people of the same age’ includes the normal range of differentiated activities within the classroom.

Making higher quality differentiated teaching normally available to the whole class is likely to mean that fewer pupils will require such support.

Identifying SEND:

Pupils will be identified through ongoing assessments by pupil’s teachers, and brought to the attention of the SENDCO if they are making less than expected progress, in spite of high quality, differentiated classroom teaching targeted at the child or young person’s area of weakness.

Limited progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.

The SENDCO will then work with other staff to investigate this further and may engage the help of external agencies in order to identify the area of need.

The Code of Practice 2015 outlines the four broad areas of need as:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Special Educational Provision

Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age.

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.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

Sandye Place Academy will take a graduated response to supporting children and young people with SEND linked to Central Bedfordshire Council’s SEN Graduated Response document (5-16) 2014.

The Special Educational Provision in place should follow the four part cycle:

- 1. Assess.** This could involve a range of methods including, but not limited to, teachers' assessment of pupil progress, attainment and behaviour, results of standardised tests screening and profiling tests, questionnaires of parents and pupil and observations.
- 2. Plan.** This is likely to involve the SENCO, working with teachers to plan appropriate provision, which is clearly communicated with all concerned. This may be in class support or more targeted provision. Any planning will have a clear focus on expected outcomes for the child or young person.
- 3. Do.** The SEND Code of Practice places the teacher at the centre of the day-to-day responsibility for working with all pupils, it is imperative that teachers work closely with any teaching assistants or specialist staff involved; to plan and assess the impact of targeted interventions.
- 4. Review.** The progress of students who are receiving SEN Support should be reviewed termly.

Sandye Place Academy will outline its Special educational provision in their SEND information which will be published on the Academy website.

Where a child has SEN that can be met with high quality, differentiated classroom teaching, they will be recorded as a W (watching) on the SEN profile so that all staff are aware of their needs and thus the requirement of strategies to support them in the classroom.

When it is felt that a pupil requires Special Educational Provision as outlined above, the school will enter their names on their SEN profile as requiring SEND Support, will set up a Personal Education Plan (PEP) and review this termly with parents to review progress. Some pupils at this stage of provision may need a Personal Provision Plan (PPP) due to challenging behaviour which will be reviewed at least termly.

Where a pupil continues to make less than expected progress in spite of Special Educational Provision and the involvement of outside agencies, the SENDCO will follow the document from Central Bedfordshire Council 'Education, Health and Care Plan Needs Assessment Pathway' September 2014.

Children with EHC Plans under the 2014 Code of Practice will have a PEP and/or a PPP set up which will move to a SEND Support Plan in the academic year and have their progress reviewed termly with parents by the SENDCO and other relevant staff members.

Transition:

Sandye Place Academy will work closely to ensure smooth transition by working with Lower Schools for future year 5 pupils and with Upper Schools for its present year 8 pupils. Clear communication about SEND will form a significant part of transition work.

5. Monitoring and Evaluation

This policy and the effectiveness of SEND support in all schools will be monitored throughout the school year as part of the usual self-evaluation systems in schools.

Every year, Sandye Place Academy will publish, on their websites, a SEND Information Report in response to section 6.74 of the Code of Practice (Clause 65)

6. Implementation and Review

This policy will be implemented by the staff of Sandye Place Academy, and the SENDCO will oversee the day to day implementation.

It will be published on the Academy's website alongside the SEND Information report. Governors of Sandye Place Academy will be informed at review which will take place annually in the Summer term.

A. Lawson