



GRESTONE ACADEMY

PART OF THE HAMSTEAD HALL ACADEMY TRUST

Perseverance • Respect • Independence • Diversity • Excellence



Special Educational Needs and Disability Policy

Date ratified:

Signed by:

On behalf of the Governing Body

Signed by:

Head of School

Review date: July 2021

Introduction

This policy is written to comply with statutory legislation including: Part 3 of the Children and Families Act (2014), the Special Educational Needs and Disabilities (SEND) Code of Practice: 0 to 25 years (updated 2015), the Equality Act 2010 (advice to schools - Feb 2013), School's SEN Information Report Regulations (2014), Supporting pupils with medical conditions in schools (2017) and Teachers' Standards (updated 2013). Our SEND School Information Report is available on the school website, along with a link to Birmingham City Council's Local Offer for parents and children with SEN and Disabilities. The School's Accessibility Plan is also published on our website. The SEND policy should be read alongside other relevant academy policies including: Admissions, Teaching and Learning, Assessment, Behaviour, Equality Policy and Supporting children with medical needs policy.

This policy has been developed alongside key members of staff including Senior Leaders, Class Teachers and Support Staff.

Aims

At Grestone Academy we are committed to ensuring that all children have a high quality education. We believe that all children, including those identified with special educational needs or a disability (SEND), are entitled to an accessible, broad and balanced academic and social curriculum.

We value all children equally at Grestone Academy and we respond to different needs of individual children to ensure that all our children benefit from being fully included in all aspects of school life. We strive to remove prejudice and discrimination by developing an environment where all children feel happy, safe and are able to thrive.

We understand that many children, at some time in their school career, may experience difficulties affecting their learning in the short or long term. Our aim is to identify such needs as

they arise; provide suitable learning opportunities and timely support; allowing all children to achieve his or her full potential.

Objectives

The objectives of this policy are:

1. To identify and provide for pupils who have special educational needs and disabilities
2. To work within the guidance provided in the SEND Code of Practice: 0 to 25 years, 2015
3. To operate a child-centred, whole school approach to the management and provision of support and resources for special educational needs
4. To provide a Special Educational Needs and Disability Co-ordinator (SENDCO) who will work with the SEND Policy
5. To provide support and advice for all staff working with special educational needs pupils via expertise inside and outside of school

Roles and Responsibilities

The role of the Governing Body

The Governing Body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs and/or disabilities and ensure that funds and resources are used effectively and strategically.

The Governing Body has decided that children with special educational needs will be admitted to the academy in line with the academy's agreed admissions policy.

The role of the Heads of School

The Heads of School, along with the SENDCO, share the strategic development of SEN policy and provision in school. The Special Educational Needs and Disabilities Co-ordinator (SENDCo) is responsible for developing and implementing the policy on a day to day basis, overseen by the Heads of School.

The role of the Special Educational Needs and Disabilities Coordinator (SENDCo)

The school's Assistant Head of School - SENDCO is Mrs Deborah Beasley (National Award in SEND Co-ordination, 2011). The responsibilities for the SENDCO include:

- Overseeing the day-to-day operation of the school's SEND policy;
- Co-ordinating SEND provision for children;
- Liaising with and advising class teachers;
- Liaising with parents of children with SEND;
- Co-ordinating and developing school based strategies for the identification, assessment and review of children with SEND;
- Monitoring the attainment and progress of children on the SEND register
- Contributing to the Continued Professional Learning and training of staff;
- Liaising with and co-ordinating the support of external agencies including education and health services
- Liaising with other schools including nurseries, other primary schools and secondary schools to ensure that support is provided to children at times of transition;
- Overseeing the records of all children with SEND

Class Teachers

At Grestone Academy we are clear that all class teachers are teachers of children with special educational needs. The Teachers' Standards (2012) expect all teachers to 'adapt teaching to respond to the strengths and needs of all pupils' by knowing 'when and how to differentiated appropriately' and 'demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.'

This means that all class teachers should:

- Use high quality teaching strategies to assist with removing barriers to pupil attainment and progress

- Assist with identification of children who may have SEND by using class attainment and progress data
- Identify any areas of potential difficulty in the curriculum for children with SEND
- Use appropriate assessment to set targets which are ambitious e.g. using the Language and Literacy Toolkit and School Tracker
- Plan lessons to address potential areas of difficulty, identified on the Language and Literacy Toolkit and Pupil Profiles, for children with SEND
- Maintain responsibility for children involved in intervention
- Monitor the progress of children with SEND against ITPs, School Tracker and Pupil Profiles
- Report concerns around progress to the SENDCo
- Report to parents termly on the progress of SEND children supported at SEN Support level on the SEN register

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. At Grestone Academy when a child is identified as having SEND, we call this being 'added to the SEN register'. When a child is identified as SEND, we indicate the main area of need that a child has, however some children have difficulties in more than one area of need. The four areas of need identified in the new SEND Code of Practice; 0 – 25 years (January 2015), are:

- **Communication and interaction** – includes children with speech, language and communication needs who may have difficulty communicating with others. This area also includes children with Autistic Spectrum Condition (Autism and Asperger's Syndrome).

- **Cognition and learning** – includes children who learn at a slower pace than their peers even when appropriate differentiation is available. This area covers other Specific Learning Difficulties (SpLD) such as Dyslexia, Dyscalculia and Dyspraxia.
- **Social, mental and emotional health** – includes children who may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging and/or disruptive behaviour. This area also covers disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or attachment disorder.
- **Sensory/physical** – includes children with a visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI), as well as children with a physical disability (PD).

What is a disability?

The definition of disability under the Equality Act 2010 is ‘ a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities’. ‘Substantial’ is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed. ‘Long-term’ means 12 months or more, e.g. a breathing condition that develops as a result of a lung infection.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. However some children may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEN Code of Practice (2015) is followed.

The school’s policy for supporting pupils with medical conditions is available on our website and outlines the support provided in school for children with medical needs.

A Graduated Approach to SEN Support

At Grestone Academy we follow a graduated approach to identifying and supporting children with SEN needs which focuses on progress.

We define 'sufficient progress' as that which:

- Prevents the attainment gap between the child and his peers from widening;
- Closes the attainment gap between the child and his peers;
- Better the child's previous rate of progress;
- Ensures access to the full curriculum;
- Demonstrates an improvement in self-help, social or personal skills;
- Demonstrates improvements in the child's behaviour.

Many of our children are identified as having special educational needs after a period of time in school as the teacher, working with the SENDCO, follows the graduated approach to identification. The graduated approach includes four steps, these are: 1) assess 2) plan 3) do and 4) review.

Irrespective of whether a child is identified with SEND, the graduated approach cycle is as follows:

Assess: High quality teaching along with assessment for learning is available in all classrooms and delivered by the class teacher. At each half-term point, an assessment and monitoring cycle ends, where all children are assessed by the class teacher using a range of assessment tools including Reading tests, Spelling tests, Maths tests and by looking at every day classwork. The teacher inputs the data is entered into the school tracker. For children with SEND, the class teacher will also review the Language and Literacy Continuums for each child or the Pupil profiles. Teachers monitor the progress of all children, irrespective of whether a child has SEND or not, ready for Pupil Progress Review meetings. The class teacher maintains an SEND file containing relevant SEND documents e.g. Language and Literacy Continuums, Pupil Profiles etc.

Plan: During Pupil Progress Review meetings, children who are not making sufficient progress, but are not yet identified as SEND, will have a plan put in place for the child by the class teacher and supported by the Phase leader. At this point the individual needs of each child will be considered and other non-SEN factors will be considered to determine reasons for the lack of progress e.g. attendance and punctuality, family circumstances, English as an Additional Language or a disability. This may include accessing the support of other staff with key responsibilities in school such as the Deputy Head overseeing Pastoral or the EAL lead.

The SENDCO also attends Pupil Progress meetings to support with the plans of children identified with SEND. If a child is already identified as SEND, the progress seen on both the School Tracker, Language and Literacy Toolkits and Pupil Profiles will be reviewed by the Class Teacher, SENDCO and Phase Leader. This will include a review of current support and provision. For a smaller number of SEN support children where progress is a concern, outside professionals will be part of the plan of the support for the next half term/term.

Do: During the following half term, the class teacher implements differentiation/support strategies and/or intervention for the child. For some children already identified as SEND, the class teacher will ensure the National Curriculum is broken down into smaller steps of learning by using the Language and Literacy Toolkit. Interventions for SEND children covering all areas of needs may also be delivered by adults working outside the classroom; however, the Class Teacher retains overall accountability for progress of all children in their classes.

Review: At the next half-term assessment cycle, the progress of the child is reviewed. If insufficient progress continues to be made by a child who is not identified as SEND, the class teacher will discuss the child with the other staff members involved e.g. EAL Lead/Deputy Head Pastoral, as well as the SENDCO. The class teacher will record a SEN concern on the School's Tracking System which is reported to the SENDCO. Evidence will be shared of the support strategies and intervention that has been implemented so far during a meeting with the SENDCO. The child will be at SEND monitoring stage. A further half-termly plan of support, led by the Class Teacher, will be put in place for the child prior to an identification of SEND being made.

If at the end of the next 'assess, plan, do review cycle' insufficient progress is made by a child with SEND, a change to the existing provision and support will need to be made.

Identification of SEND from a previous school/setting

Some of our children with SEND have previously been educated elsewhere e.g. in a nursery or another primary school in another part of the city, in a different region of the UK or in an entirely different country. The class teacher, SENDCO and other professionals in school will work together in such circumstances to glean as much of the information as possible about the child. In such cases the child will automatically be added to the SEN register. The child will begin the assess, plan, do, review cycle to ensure we have all the information that we need to make appropriate provision for the child.

Education, Health and Care plans

For a small number of children, it may be appropriate to consider whether an Education, Health and Care assessment/plan is needed to enable the Academy to access additional Local Authority resources. Birmingham Local Authority has a criteria and threshold for an Education, Health and Care Plan, this is:

- the child or young person:
 - has severe or complex long term needs that affect their everyday life
 - requires provision and resources that are not normally available within a mainstream educational setting
 - requires intensive help and support from more than one agency; and
 - despite relevant and purposeful levels of support being provided by their educational establishment, they are making limited or no progress;

At Grestone Academy we follow the Local Authority criteria and threshold carefully, working in partnership with parents and outside agencies to provide ongoing help and support to children with severe and complex, long-term needs. Where the criteria may apply to a pupil at our school,

the SENDCO monitors the pupil's progress regularly to determine the right time to make a school request for an Education, Health and Care assessment.

Partnership with parents/carers

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. We believe it is important to keep parents fully informed and involved regarding the support needs of their child. We encourage parents to make an active contribution to their child's education and have termly meetings to share information about progress and to involve parents in decision making around the support needs of their child.

There is a termly meeting with parents of SEN children. This will take place during Parent's Evenings in both Autumn and Spring where parents/carers will be invited to meet with the class teacher. The parent's evening SEND review meetings will have a specific focus on: what the class teacher has tried in terms of support and provision; how their child has responded to the support and what concerns remain regarding the learning and progress of the child. In addition to termly meetings, parents can always request additional meetings with the class teacher and/or SENDCO via the school office.

Some parents will have additional meetings with the class teacher and SENDCO if they are receiving a high level of support and/or there is involvement from Outside Agencies.

Parents and children have access to the school website which has a section dedicated to Special Educational Needs.

Outside agencies working with Grestone

Outside Agencies may act in an advisory capacity; provide specific training to teachers and teaching assistants around strategies and interventions, or provide additional specialist

assessment, which will help to inform both strategies and support for the child. The delivery of interventions continues to be the responsibility of the child's class teacher.

Outside agencies may become involved if the child:

- continues to make little or no progress in specific areas over a long period;
- continues working substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and mathematical skills;
- has emotional or social skill difficulties which regularly and substantially interfere with the child's own learning or that of the class group;
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service;
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning;
- despite having received intervention, the child continues to fall behind the level of his peers.

Parents will always be informed and consent will need to be given prior to any involvement of any outside agency.

Some of the Outside Agencies we may consult or refer children to include:

- Educational Psychology Service (Birmingham Local Authority)
- Pupil and School Support (Birmingham Local Authority)
- Communication Autism Team (Birmingham Local Authority)
- Physical Difficulties Support Service (Birmingham Local Authority)
- Sensory Service for children with visual or hearing needs (Birmingham Local Authority)
- School Nurse (NHS)
- Paediatrician
- NHS Speech and Language Therapists
- Tappy Twins
- Child and Adolescent Mental Health Services

- Counselling service

We also work with other following agencies, if a child has been referred by another professional e.g. Occupational Therapist or Physiotherapist.

Monitoring and Evaluation of the Policy

The SENDCO monitors the attainment and progress of SEND children and provides staff and governors with regular summaries of the impact of the SEND policy on the practice of the school. The SENDCO and the Heads of School hold regular meetings to review the work within the SEND area.

School Information Report

The school has a legal duty to publish a SEND Information Report for parents to access and view. This is available on our website.

The Local Authority has a 'SEND Local Offer' which includes further information and very useful links on all SEND services provided by Birmingham. The Local Offer can be found at the following website address:

https://www.birmingham.gov.uk/info/50034/birminghams_local_offer_send