

LACEBY ACRES ACADEMY **SPECIAL EDUCATIONAL NEEDS** **AND DISABILITY POLICY**

Adopted September 2014

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Mission statement

Being the best we can be together!

At Laceby Acres Academy we are committed to inspiring children, staff, parents and the community in the active pursuit of learning. We emphasise a team approach in a caring and friendly atmosphere, where children's work is valued and the achievements and the contributions of the entire school community are recognised and celebrated.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the national Curriculum in line with the *Special Educational Needs Code of Practice*.

Objectives

- Staff members seek to identify the needs of pupils with SEN as early as possible.
- Monitor the progress of all pupils in order to aid identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the broad and balanced curriculum. This will be coordinated by the SENCo and Headteacher and will be carefully monitored through pupil progress meetings to ensure individual targets are being met.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the school alone cannot meet the pupils' needs. Some of these services include the School Nurse, Educational Psychology Service, Child & Adolescent Mental Health Service,

Barnardo's (autism), Child and family services, Family Action Support Team, Specialist Advisory Service, Hearing Support Service, Speech and communication, Occupational Therapy, EAL support, Parent Partnership.

- Create a school environment where pupils can contribute to their own learning. Encourage relationships with adults where pupils feel safe - ensure that our children have a voice in this process and where possible can contribute to the planned provision in relation to their individual learning needs. Ensure wider opportunities such as school council, residential visits, school plays, sports teams and playground buddies include children with SEN.

2. Responsibility for the coordination of SEN provision

- The Governor who is responsible for overseeing SEN is Tracy Johnson
- The person responsible for overseeing the provision for children with SEN is Sharon Clapson (Headteacher)
- The person co-ordinating the day to day provision of education for pupils with SEN is Angela Mitchell (Deputy Headteacher)

3. Arrangement for coordinating SEN provision

The SENCO will hold details of all SEN records for individual pupils.

All staff can access:

- Laceby Acres Academy SEN policy
- A copy of the full SEN register
- Guidance on identification of SEN on the Code of Practice
- Information on individual pupils' special educational needs, including targets, pupil profiles and provision map
- Practical advice, teaching strategies, and information about special educational needs and disabilities
- Information available through North East Lincolnshire Local Offer

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

4. Admission arrangements

Please refer to the information contained on the school website.

The admission arrangements for all pupils are in accordance with North East Lincolnshire procedures and national legislation, including Equality Act 2010. This includes children with any level of SEN, those with Education, Health and Care Plans and those without.

5. Specialist SEN provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary.

6. Facilities for pupils with SEN

The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details.

7. Allocation of resources for pupils with SEN

Support and interventions for pupils with SEN is funded through the school budget. For those with the most complex needs, the local authority, who will determine whether the level of complexity of need meets the threshold for this funding, may administer additional funding.

8. Identification of pupils needs

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored.
- b) Once a pupil has been identified as *possibly* having SEN they will be assessed and closely monitored by staff to identify areas of need.
- c) The pupils' class teacher will take steps to provide differentiated learning opportunities in order to 'close the gap'.
- d) If progress is still static or slow the SENCO will be consulted and further investigations and assessments will be carried out to provide appropriate interventions - at this stage the pupil may be at monitoring stage and not yet placed on the SEN register.
- e) Parents will be informed fully of every stage of their child's development and the stage in which they are being monitored.

- f) Parent's evenings are used to monitor and assess the progress being made by children. The SENCO is available, by appointment, for any parent with concerns.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four - part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which have most impact in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views of parents. The pupil's views and where relevant, advice from external support services will also be considered.

This analysis will require regular reviews to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions are appropriate to need.

Plan

Planning will involve consultation between teacher, SENCO and parents to discuss the support that is required; the impact on progress, development and or behaviour that is expected. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessments and of advising of the implementation of support will be discussed with the SENCO.

Review

Reviews of a child's progress will be made regularly. The review will evaluate the impact of the support and interventions. It will also take into account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and pupil.

Referral for an Education, Health and care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process, which may be requested by the school or parent. This will occur where the complexity of needs are such that a multi-agency approach to assessing is required.

The decision to make a referral for an Educational, Health and care Plan will be taken at a review meeting.

The application for an Education. Health and care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social care
- Health professionals

Further information about EHCP can be found via the SEND Local Offer:

www.nelincs.gov.uk/local-offer

9. Access to the curriculum, information and associated services

Pupils will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided in school, as part of Enquire Learning Trust, through Barnardo's and LA training.

In class, provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. Quality First teaching is for all children and this may be within small classes if it is felt pupils would make accelerated progress and would benefit from a more specialised environment.

We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

10. Inclusion of pupils with SEN

The Headteacher and SENCO oversee the school's policy for inclusion and they are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. Children with SEN are included in all aspects of school life including the school council and also learning outside the curriculum.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done through review meetings each term, progress meetings and questionnaires with pupils and parents.

Pupil progress will be monitored in line with the Code of Practice.

SEN provision and interventions are recorded on an individual Support Plan, which is updated as and when the targets have been met. These are updated and monitored by the teacher/SENCO. Meetings with the next teacher enables information to be passed on and therefore less time is wasted at the beginning of a new academic year.

12. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher and the SENCO, who will be able to advise on formal procedures.

13. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCO attends relevant SEN courses, SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

The SENCO, with the Headteacher, ensures the training opportunities are matched to the school development priorities and those identified through the provision management.

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is important to the effective and successful SEN provision within our school.

15. Working in partnership with parents

Laceby Acres Academy believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEN
- Continuing social and academic progress of children with SEN
- Personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on individual needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted at each stage. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

16. Links with other schools

The school works in partnership with other schools within the 'Enquire Learning Trust'. This enables the schools to share expertise, training and development activities.

17. Links with other agencies and voluntary organisations

Laceby acres Academy invites and seeks advice and support from external agencies in the identification and assessment of, provision for, SEN. The designated person responsible for liaising with the following:

- Educational Psychologist
- Social services (CAF)
- Speech and Language Service
- Support Advisory Service
- Hearing impaired service
- Barnardo's (Autism)
- Specialist Outreach Services

Signed (Headteacher)

Date

Signed (SENCO)

Date

Signed (SEN Governor)

Date