



SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

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Special Educational Needs & Disability Policy

Statement of Intent

At Linden Road Academy we believe that all students are entitled to a broad, balanced and relevant curriculum. All students are encouraged to achieve their full potential and participate in the social and academic life of the school. We aim to provide educational experiences that take into account the individual needs of all students and are appropriate to their level of ability.

Linden Road Academy is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. Linden Road Academy is highly inclusive for all students irrespective of their needs and abilities.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

Aims

1. To maintain the graduated process of assess, plan, do and review, as outlined in the Code of Practice 2015.
2. To ensure the equality of opportunities for all students.
3. To develop a system for the early identification of a student's SEN.
4. To work in partnership with parents, actively encouraging their participation.
5. To take into account the views of the students.
6. To seek support from outside services, when required, so that the student's needs are addressed as early as possible.
7. To take into account SEND when identifying staff training needs.

Objectives

- The progress of all students will be continually monitored to identify needs as they arise. Needs will be identified and support provided as early as possible in the student's time with us.
- Full access to the curriculum will be provided by class teachers, SENCo, and support services as appropriate.
- Where appropriate, specific input, matched to individual need, will be provided in addition to differentiated classroom provision, for those students having SEN.
- Progress of students with SEN will be reviewed regularly to provide the most effective and relevant learning provision.
- All members of the school community will perceive pupils with SEN positively.

- SEND provision is positively valued and accessed by staff and parents.
- We will be able to meet the needs of as wide a range as possible of students who live in our catchment area.
- Students will move on from us well equipped in the basic skills of English and Maths as well as social & emotional independence and ready to meet the demands of secondary life and learning.
- Parents/carers will be involved at every stage in plans to meet their child's special needs and the students will themselves be involved in this child centred process.

SEND Coordinator

The current SENCo and Inclusion leader is Fran Bradshaw.

Coordination of SEND provision

The role of the SEND co-ordinator is to monitor the smooth running of SEND provision within the school. This involves liaising with parents, teaching staff and non-teaching staff, the principal and external services. Fran Bradshaw has management time every week in order to carry out her duties and to hold reviews for children with Education Health Care Plans.

Areas of special educational need

Linden Road Academy will make provision for students with the following 4 kinds of need:

- Communication and interaction.
- Cognition and learning.
- Social, mental and emotional health.
- Sensory and / or physical.

Additional Need

Teachers and teaching assistants look at data every six weeks to ensure all students are making progress towards their targets. We primarily aim to meet the needs of all students in the classroom however if a student is making little or no progress they will be placed in an intervention group. The school call this an additional need and a teacher/teaching assistant will work with the child either alone or in a small group to plug gaps in learning, helping students to achieve where they may have found difficult before. We work to a graduated response approach which is assess plan, do, review and then repeat. Using this cycle we ensure assessment is accurate and is a true reflection of ability. We follow advice from multi professionals if involved and set clear targets linked to aspirations and outcomes. We provide opportunities for other learning and skill transference and then gather evidence against targets set and adjust targets if needed. The child and the parent are at the centre of this cycle.

High Need

A child who makes little or no progress over a long period of time or working substantially below age related expectations and has a learning difficulty will be considered a High Need. The child will be considered to have special educational needs and be placed on the SEN list.

Assessment

Linden Road Academy will, in consultation with the child's parents, request a statutory assessment of SEND where a child's needs cannot be met through the resources normally available within the school. This will result in an Education Healthcare Plan (EHCP). The school will meet its duty to respond to any request of information relating to a statutory assessment, to the local authority, within six weeks of receipt.

Specialist provision

Michele Eaton is the Head of Tameside Sensory Support Service, a teacher of the deaf and manages the Hearing Impaired Provision. She has a major role in providing specialist advice to support the needs of each hearing impaired child. The team work closely with class teachers to prepare a One Page Profile for each child to ensure both appropriate allocation of support for the hearing impaired children when in the mainstream setting. This enables the children to access the full curriculum. The class teachers and the SENCo are responsible for regularly monitoring progress and reviewing support. This happens every six weeks at the Quality of Provision Meetings. Parents are invited to this meeting.

The Hearing Impaired Provision enables hearing-impaired pupils to be educated alongside their hearing peers within the framework of a mainstream primary school. It also fosters positive attitudes between hearing and hearing impaired pupils through ongoing deaf awareness activities and training. Each student has an individual timetable with appropriate levels of inclusion and small group or individual sessions. Support is timetabled according to the individual needs of each pupil and is regularly reviewed.

Please see **Resource Provision for children with a Hearing Impairment – Partnership Framework** for information how the school and the service work together.

Access facilities and provision

Linden Road Academy has an accessibility policy and is addressing building improvements this way. The school is accessible by wheelchair. In addition to this the school is equipped with toilet facilities for the disabled including an adjustable changing bed and hoist. Specialist facilities for the hearing impaired children include classrooms fitted with sound systems which work in conjunction with the children's hearing aids and acoustically treated assembly hall to improve sound quality. The Hearing Impaired Provision is equipped with a high level of audiological, ICT and audiovisual resources providing excellent listening conditions.

Allocation of resources

The school has a set budget designated for SEN. This is used to provide additional teaching assistant time for children at High Need and Additional Need as well as to buy material resources and equipment.

Class teachers constitute the main resource for SEN, supporting children through differentiation and use of additional adults in the classroom.

Tameside's Matching Provision to Needs document provides more information. This document aims to:

- describe the characteristics of student need and provision in both mainstream and specialist settings
- improve the consistency and equity of decision-making in relation to needs identification, assessment and provision (including revised criteria to be used by schools and the Council in deciding whether to initiate a statutory assessment)
- strengthen the partnership between the Council and schools by clarifying individual and collective responsibilities

Access to the curriculum

All students experience the full range of curriculum opportunities. Teachers plan for differentiation within the classroom ensuring that all students gain access to the curriculum at their level. Wherever possible all children have access to extra-curricular activities. The four strands of action, as set out in the Code of Practice, are taken into account when planning provision for children with SEN. These strands are:

- Assessment, planning and review
- Grouping for teaching purposes
- Additional human resources
- Curriculum and teaching methods

Pupil participation

The views of the student should be sought where practical, taking into account age, maturity and capability. At Linden Road Academy we focus on the child as an individual, not their SEN label allowing the students to have a voice to say what they have done, what they are interested in and what outcomes they are seeking in the future.

Partnership with parents

At Linden Road Academy we value our partnership with parents. Parents are consulted and kept informed about provision for their child every six weeks. Children receive target cards, acknowledgements of any interventions that are happening and information about progress that child has made in the last half term. The parent friendly target cards show in a colour coded system whether they have made good progress (green), some progress towards targets (amber) or not made progress (red). All parents are welcome to help in school and are invited to attend workshops, accompany their child on visits and take part in fund raising and social events

throughout the year. Parents are encouraged to share any concerns with staff and can usually see teachers after school to discuss these concerns. Target Review Meetings take place once per term for students who are on the SEND Support Register with parents, the student, teacher and any external agencies involved. The views of the student's are discussed, the views of the family, views of the paid professional's and curriculum levels. We create actions and review at the next meeting.

Policy Evaluation

The school's SEND policy will be successful if the following criteria are met:

1. Self-esteem and confidence are developed.
2. Adequate progress is made in learning, social and personal skills or improvements are made in behaviour.
3. Students are fully included in the normal life of the school.
4. Parents are kept informed and are able to work in partnership with the school.
5. Children receive the support and advice needed to achieve their potential.
6. Resources are used effectively.

Complaints procedure

The school will initially attempt to resolve a complaint at school level within one week of the complaint having first been made. The Principal must be informed in writing. All complaints will be dealt with as quickly and efficiently as possible.

*The class teacher will attempt to resolve matters then if required the SENCO and/or Principal will become involved.

*If the complaint is unresolved, then the person making the complaint is advised of their rights under section 23 of the Education Reform Act, to make a formal complaint. The governing body will consider the complaint, after which, if necessary, the Enquire Learning Trust will intervene.

SEND training

SEND training needs are included in the Academy Improvement Plan. The SENCo and other identified members of staff attend courses provided by the Enquire Learning Trust or the Local Authority in order to increase their expertise and knowledge with regard to SEND. The information is disseminated to all staff through INSET or in writing. Where appropriate outside services are brought in to deliver INSET on particular aspects of SEND.

External services

We have good working relationships with a range of external services including Educational Psychology services, education welfare, behaviour support service, child and family support, occupational therapists, speech and language therapists and school nurse.

The SENCo has a list of named contacts, with addresses and telephone numbers. Requests for these services are made on the appropriate referral form or directly, if applicable.

This policy will be reviewed and amended on a regular basis.

Related Policies

The Enquire Learning Trust Complaints Policy

SEND Code of Practice 2014

Admissions Policy

Accessibility Policy

Written September 2017

Fran Bradshaw

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