

Special Educational Needs and Disabilities Policy

New Special Educational Needs and Disabilities (SEND) reforms have been effective nationally since September 2014, this policy will be reviewed regularly to enable us to offer our SEND children, and their families, the same equal access to high quality education here at Seaton Academy.

Introduction

This academy provides a broad and balanced curriculum for all children, which is differentiated to meet individual needs and abilities.

Children may have SEND throughout, or at any time during their academy career. This policy ensures that curriculum planning and assessment takes account of the type and extent of the difficulty experienced by any child.

Teachers take into account on their planning a child's special educational needs and the provision made therefore enables them to participate effectively in all curriculum and assessment activities, in addition to broader aspects of Academy life.

Aims and Objectives

The aims and objectives of this policy are:

- To identify children with special educational needs and/or disability as early as possible.
- To create an environment that meets the special and varied needs and of each child.
- To ensure all children have equal access to a broad, balanced and differentiated curriculum.
- To encourage children to develop confidence and self-esteem and to recognize the value of their own contributions to their learning.
- To encourage children to be fully involved in their learning.
- To make clear the expectations of all partners in the process and provision of special needs.
- To ensure parents are kept fully informed and are engaged in effective communication about their child's SEND.

Roles and Responsibilities

In this academy provision for children with special educational needs is the responsibility of all members of staff.

Mrs Stuart is the Special Educational Needs Co-ordinator (SENCO) and is responsible for the day-to-day operation of the SEND policy.

Class teachers are responsible for the drawing up of Individual Education Plans. These plans should be easily accessible and shared between teachers and support assistants. They are be used as working documents and shared with parents/carers.

Class teacher's termly plans may include information about differentiation for special needs where this is appropriate.

All staff will be given access to a range of opportunities providing training and experience in Special Education Needs.

The academy will encourage close liaison with all concerned to ensure a cohesive response to the child's needs. Anyone coming in to, observing or working with a child in our academy is requested to leave written notes following their observation.

There will be close liaison with staff or other Academies when children are to transfer. This will include visits of staff, children, parents; transfer of records and details of provision needed. The class teacher, with support from the SENCO when required, will be responsible for liaison and exchange of information with officers of the Health Authority and Social Services.

Inclusion

This academy is a fully inclusive school and we respect the fact that children:-

- Have different educational and behavioral needs and aspirations.
- Require different strategies for learning.
- Learn at different rates.
- Require a range of different teaching strategies and experiences.

Teachers respond to children's needs by:

- Providing support in all curriculum areas using a wide range of strategies.
- Planning to develop children's understanding through the use of all senses and experiences.
- Planning for children's full participation in learning, and in physical and practical activities.
- Planning for children to manage their behavior, enabling them to participate effectively and safely in learning.

Identification, assessment and review of all children with SEND.

- The SENCO will work with all staff to ensure children who may need additional or different support, to that normally found within the classroom, are identified as early as possible.
- The progress made by all children is regularly monitored and reviewed. The academy does not identify children as having specific special educational needs unless we are taking action that is additional to or different from that which goes on in the classroom as part of our differentiated approach.
- Children who are not making adequate progress are identified as having additional or educational needs.
- Class teachers consult with the SENCO when the evidence gathered through the usual assessment arrangements gives concern about a child's progress. These will be recorded on their record of concern. The triggers for concern are if a child:-

1. Makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness.

2. Continues working at levels significantly below those expected for children of a similar age.
3. Presents persistent emotional and/or behavioral difficulties, which are not resolved by the positive behaviour management techniques employed in the classroom on a daily basis.
4. Has sensory or physical problems and continues to make little or no progress despite the provision of personal aids and equipment.
5. Has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning.

- Additional support will be monitored and reviewed regularly through an Individual Education Plan (IEP).
- Class teachers, will make arrangements for consultation with parents, children, teachers and support staff about the IEP to ensure all interested parties are aware of the learning targets and their contribution to its implementation.
- Children with Early Health Care Plan's (EHCPs) will have these statutory plans reviewed, an updated if required, at least annually.

Access to the Curriculum

- IEPs contain a small number of SMART targets designed to enable the child to make progress and achieve.
- Wherever possible we do not withdraw children from the classroom; this reflects the academy's acknowledgement that all children have an entitlement to share the same learning experiences as their peers. There are times however, when to maximize learning, children will work in small groups or in a one-to-one situation outside the classroom.
- Teachers and support assistant meet half termly to review the special needs provision and the success of IEP's.
- Academy staff work closely with outside agencies when identifying, assessing and making provision for special needs.

Health and Safety

- All aspects of this policy and practice are carried out with regard to our health and safety procedures.
- All relevant risk assessments should be read in conjunction with this policy.

Member of staff responsible: Mrs W Stuart
Effective from April 2023 Review April 2024