



Be part of the family

## SEND Policy

<b>Date</b>	<b>September 2021</b>
<b>Date of Review</b>	<b>August 2022</b>
<b>Approved By</b>	<b>A Pincher</b>

# **The Regis Academy Special Educational Needs (SEND) Policy**

## **Introduction**

The Regis Academy has a named pastoral manager and SENCO and a named Governor responsible for SEN. They ensure that The Regis Academy Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

It is the belief at the Regis Academy that all pupils have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

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

### **What are special educational needs?**

A pupil 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 or disability 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 pupil or young person is to be treated as special educational provision.

### **Code of Practice 2014**

Some Pupils with SEN may worry that they are working at a different level to others. These pupils may be offered additional support, through small group or 1:1 activity, in order to boost their skills level and confidence.

The school recognises that the needs of high achieving pupils should also be catered for and recognised as a 'special educational need'.

This SEN policy details how, at The Regis Academy, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational

## **Aims and objectives**

- ✓ to create an environment that meets the special educational needs of each pupil in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN
- ✓ to request, monitor and respond to parents/carers and pupils' views in order to evidence high levels of confidence and partnership
- ✓ to make clear the expectations of all partners in the process
- ✓ to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- ✓ to ensure support for pupils with medical conditions have full inclusion in all school activities by ensuring consultation with health and social care professionals
- ✓ to identify the roles and responsibilities of all staff in providing for pupils' special educational needs
- ✓ through reasonable adjustments to enable all pupils have full access to all elements of the school curriculum
- ✓ to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

## **Equal Opportunities and Inclusion**

Through all subjects we ensure the school meets the needs of all, taking account of all protected characteristics. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi- ethnic, multi-cultural society. We also measure and assess the impact regularly through meetings with our SEN coordinator and individual teachers to ensure all pupils have equal access to succeeding in this subject.

### **Through appropriate curricular provision, we respect the fact that pupils:**

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

### **Teachers respond to pupils' needs by:**

- ✓ providing support for pupils who need help with communication, language and literacy
- ✓ planning to develop pupils' understanding through the use of all available senses and experiences
- ✓ planning for pupils' full participation in learning, and in physical and practical activities
- ✓ helping pupils to manage and own their behaviour and to take part in learning effectively and safely

- ✓ helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

## **Identification, Assessment and Provision**

Provision for pupils with special educational needs is a matter for the whole school. The governing body, the school's head of centre, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of pupils with special educational needs.

The school will assess each pupil's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already. If the pupil already has an identified special educational need, this information may be transferred from other partners and the class teacher and the SENCO will use this information to:

- ✓ Provide starting points for the development of an appropriate curriculum.
- ✓ Identify and focus attention on action to support the pupil within the class.
- ✓ Use the assessment processes to identify any learning difficulties.
- ✓ Ensure ongoing observation and assessments provide regular feedback about the pupil's achievements and experiences to form the basis for planning the next steps of the pupil's learning.

The identification and assessment of the special educational needs of pupils whose first language is not English requires particular care. Where there is uncertainty about a particular pupil, a teacher will look carefully at all aspects of the pupil's performance in different subjects to establish whether the problems are due to limitations in their understanding of English or arises from special educational needs.

## **The Role of the SENCO and what Provision looks like at The Regis Academy**

The Special Educational Needs Co-ordinator's (SENCO) responsibilities include:

- ✓ Overseeing the day-to-day operation of the school's SEN policy.
- ✓ Co-ordinating provision for pupils with SEN.
- ✓ Liaising with and advising fellow teachers.
- ✓ Overseeing the records of all pupils with SEN.
- ✓ Liaising with parents of pupils with SEN.
- ✓ Contributing to the in-service training of staff.
- ✓ Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer.
- ✓ Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- ✓ Co-ordinating and developing school based strategies for the identification and review of pupils with SEN.
- ✓ Making visits to classrooms to monitor the progress of pupils on the SEN register.

## **Monitoring Pupils' Progress**

The school's system for observing and assessing the progress of individual pupils will provide information about areas where a pupil is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are inadequate. Adequate progress can be identified as that which:

- Prevents the attainment gap between the pupil and their peers from widening.
- Closes the attainment gap between the pupil and their peers.
- Better the pupil'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 pupil's behaviour.

In order to help pupils with special educational needs, The Regis Academy will adopt a graduated response. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual pupils through the use of an individual provision map and the SENCO and class teachers will have responsibility for ensuring that records are kept and available when needed. If we refer a pupil for statutory assessment/Education Health and Care Plan, we will provide the LA with a record of our work with the pupil to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific interventions put in place and monitored for a period to be determined at the start of the intervention on an individual basis. If limited progress is noted after this time the pupil may be added to the school SEN register.

The class teacher after discussion with the SENCO will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the pupil will be given individual learning targets which will be applied within the classroom.

These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENCO, parents and young person.

**Reasons for a pupil being added to the SEN register may include the fact that he/she:**

- Makes little or no progress, even when teaching approaches are targeted particularly in a pupil's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.

- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties and continues to make little or no progress.

## **Partnership with parents**

Partnership plays a key role in enabling pupils and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a pupil's needs. All parents of pupils with special educational needs will be treated as partners given support to play an active and valued role in their pupil's education.

Pupils and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains details of our policy for special educational needs, the special educational needs information report including the arrangements made for pupils in our school with special educational needs and the local offer.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their pupil's education and have regular meetings each half term to share the progress of special needs pupils with their parents. We inform the parents of any outside intervention and share the process of decision-making by providing clear information relating to the education of their pupil.

Parents always have access to the SENCO through a school email address.

## **The Nature of Intervention**

The SENCO and the pupil's class teacher will decide on the action needed to help the pupil's progress in the light of earlier assessments. This may include:

- ✓ Different learning materials or specialist equipment.
- ✓ Some group or individual support, which may involve small groups of pupils being withdrawn to work with the SENCO, or with LSP's in interventions such as phonics interventions, maths interventions (Plus 1 and the Power of 2),

precision teaching, communication and language interventions or switch on reading.

- ✓ Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- ✓ Staff development and training to introduce more effective strategies.

After initial discussions with the SENCO, the pupil's class teacher will be responsible for working with the pupil on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and SENCO and they will have specific time slots to discuss Individual Learning targets and progress with the SENCO on termly basis.

The SENCO will support further assessment of the pupil where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

## **The use of Outside Agencies**

These services may become involved if a pupil continues to make little or no progress despite considerable input and adaptations. They will use the pupil's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity or provide additional specialist assessment or be involved in teaching the pupil directly. The pupil's Individual targets will set out strategies for supporting the pupil's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the provision map continues to be the responsibility of the class teacher.

### **Outside agencies may become involved if the pupil:**

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of pupils of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the pupil'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 ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the pupil continues to fall behind the level of his peers.

## **School Request for Statutory Assessment or Education Health and Care Plans**

A request will be made by the school to the LA if the pupil has demonstrated significant cause for concern. The LA will be given information about the pupil's progress over time and will also receive documentation in relation to the pupil's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

- Previous individual education plans and targets for the pupil
- Records of regular reviews and their outcomes
- Records of the pupil's health and medical history where appropriate
- National Curriculum attainment levels in literacy and numeracy
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist
- Views of the parents and the pupil

The parents of any pupil who is referred for statutory assessment will be kept fully informed of the progress of the referral. Pupils with a statement of special educational needs will be reviewed each half term in addition to the statutory annual assessment. When this coincides with transfer to high school, the SENCO from the high school will be informed of the outcome of the review.

### **Provision Maps (Individual)**

Strategies employed to enable the pupil to progress will be recorded within a provision map which will include information about:

- ✓ The short-term targets set for the pupil.
- ✓ The teaching strategies to be used.
- ✓ The provision to be put in place.
- ✓ The frequency of the intervention
- ✓ The review date
- ✓ The pupil's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

### **Access to the Curriculum**

All pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable pupils to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet pupils' special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately and use assessment to inform the next stage of learning. Staff plan lessons that incorporate the different learning styles which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that pupils experience success. All pupils on the special needs register have a provision map detailing the additional support



provided to them and their targets.

We support pupils in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw pupils from the classroom situation. There are times though when, to maximise learning, we ask the pupils to work in small groups, or in a one-to-one situation outside the classroom.

### **Allocation of resources**

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for pupils with statements of special educational needs and Education Health and Care plans.

The Head of Centre informs the Governing Body of how the funding allocated to support special educational needs has been employed.

The Head of Centre and SENCO meet to agree on how to use funds directly related to EHCP's.

### **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. They ask probing questions to ensure all teachers are aware of the importance of providing for these pupils and ensure that funds and resources are used effectively.

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

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The head of centre reports the outcome of the review to the full governing body.

### **Monitoring and evaluation**

The SENCO monitors the movement of pupils within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up provision maps for children. The SENCO and the Head of Centre hold regular meetings to review the work of the school in this area. In addition, the SENCO and the named governor with responsibility for special needs also hold regular meetings.