



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

POLICY APPROVAL and REVIEW

Review date: **October 2021**

Approval needed by: **CTA Local Governing Body**

Adopted: **October 2021**

Next review date: **October 2022**

At CTA, we aspire for all of our students to achieve greater things than they ever thought possible. We pride ourselves in being a warm and welcoming school that places community at the heart of everything we do. Our ambitious curriculum is enriching and inclusive, providing challenge and breadth for all. This empowers our students to become compassionate, confident and creative individuals who are resilient, respectful and equipped with a desire to take up a fulfilling role in society and the wider world. Across the school, there is a relentless drive for continuous improvement.



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

This policy (and the procedures outlined within) applies to Chase Terrace Academy

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The best way to support students with SEND is to KNOW pupils really well. Identification of need accurately and in a timely fashion builds a secure understanding of the child. Positive relationships and high expectations for pupils with SEND are important features for all children, and especially so for SEND.

We aim to develop confidence and independence in the SEND child so that they can build on positive relationships with staff and peers, ensuring any gaps in understanding needs are addressed and starting points are known. This is particularly significant for those children without an EHC plan – these children may not have a clear structure for their needs and will need more structure and support as a result.

The Academy has a strong focus on the curriculum and the need for robust subject specialist pedagogy. This is especially important for when we are teaching children with SEND – curriculum content needs should be prioritized effectively so that pupils with SEND can master what they need to know before moving on.

Member of Staff responsible: Miss J Hayburn (SENCo and Assistant Headteacher)
Chase Terrace Academy has a named SENCo who has undertaken the Government SENCo qualification, is certified by the British Psychological Society as a qualified and competent user of examination testing.

At CTA we ensure that the School Special Educational Needs and Disability policy meets the legal duties and obligations and works within the guidelines and inclusion policies of the Code of Practice 2015 (COP), the Local Education Authority (LEA) and other policies current within the school.

At CTA, it is the belief that all children 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 students 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 COP (September 2015).

The CoP identifies four areas of high incidence SEN

| | | |
|---|---|--|
| Communication and Interaction | Pupils experience speech, language and communication difficulties making it hard for them to make sense of language or to communicate effectively or appropriately. | Children and young people with Autistic Spectrum Disorder (ASD) including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction |
| Cognition and Learning | Pupils learn at a slower pace. They may have difficulty understanding parts of the curriculum, poor memory or organisational skills. | Specific learning difficulties such as dyslexia, dyscalculia, dyspraxia and dysgraphia fit in this category. |
| Social Emotional and Mental Health | Pupils may have difficulty managing relationships, be withdrawn, isolated or display challenging behaviour. | Attention Deficit Hyperactive Disorder, Attention Deficit Disorder, attachment disorder, depression and anxiety fit into this category. |
| Sensory and/or Physical | Sensory impairments and physical needs that require ongoing support and equipment. | Visual impairment or hearing impairments fit into this category and conditions such as cerebral palsy |

PURPOSE OF THE POLICY

The purpose of this policy is to describe the school's provision for students with SEND, particularly how the school will:

- identify
- make provision
- monitor and evaluate.

This is a practical document which communicates school procedures to staff, governors, current and prospective parents/carers and wherever possible the students.

The policy reflects key structures and will be reviewed on an annual basis. It will identify how the policy will be put into practice and this will be communicated more broadly through the School's Local Offer.

WRITING AND REVIEWING THE POLICY

- The Assistant Headteacher (Learning Support)/SENDCo will lead the process as an integral part of the school's Development and INSET programme.
- An SEND working group will support the leader by auditing current policy and procedures to identify issues that need to be addressed and recommending changes to both policy and practice.

Contributions to the process will be sought from:

- all staff groups
- governors
- parents/carers and wherever possible students
- representatives of other agencies.

AIMS OF THE LEARNING SUPPORT POLICY

Objectives for SEND Provision

All teachers are teachers of children with special educational needs (Code of Practice 2015)

All staff and Governors at the School will do their best to meet the (Special Educational) needs of all pupils at the school. This will be achieved by:

- admitting all students to the school on the basis of the school's published admissions procedures and welcoming all pupils, including those with SEND.
- enabling all pupils to be offered access to a broad, balanced and relevant curriculum with the maximum degree of social and educational inclusion.
- identifying as part of its School Improvement Plan resources to implement the identified policy and to evaluate the implementation.
- enabling teachers to make provision for all their pupils through appropriate support, information and advice.
- to use assessment to help clarify the nature of a difficulty and to monitor progress.
- to collate informative records and advice about pupils with SEND and to disseminate it effectively.
- to develop a partnership between parents, pupils and the school, in which each has an active role to play in the education of special needs pupils.
- to develop community wide involvement in special educational needs through the multi-agency partnership and other local initiatives to the benefit of pupils.

This policy will identify how the school will:

- implement procedures for assessment, identification and provision for pupils with special needs within the framework of the 2015 Special Educational Needs Code of Practice.
- communicate the procedures identified in this policy to all those involved in the process.
- review the provision and policy annually.

WHO HAS 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 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**, the general provision 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. (**Code of Practice 2015**)

Children will not be regarded as having a learning difficulty solely because their language is different from the language in which they are taught.

IDENTIFYING CHILDREN WHO HAVE SEND

A Child and Young person has SEND if they have a learning difficulty or disability which calls for special educational needs provision to be made.

A child of compulsory school age or a young person has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age (DfE COP 2015)

All children progress at different rates, but where children fail to achieve adequate progress, despite having access to a differentiated programme, then their parents and staff will be informed that the child potentially has special educational needs and identify appropriate provision identified to try to meet the child's needs.

Lack of adequate progress may be indicated by :

- little or no progress despite the use of targeted teaching approaches
- working at levels significantly below age expectations, particularly in literacy or numeracy.
- presenting persistent emotional and/or behavioural difficulties, which have not be managed by behavioural strategies usually employed
- sensory or physical problems that result in little progress despite the provision of appropriate aids or equipment.
- poor communication or interaction, requiring specific interactions to access learning.

MANAGING SEND PROVISION

Role of the Governing Body

The school Governing Body has important statutory duties towards pupils with special educational needs.

- the Governors, working in partnership with the Head of School, have responsibility for deciding the school's general policy and approach to meet the needs of SEND pupils.
- through the performance management process, Governors will ensure that objectives for leadership and the school development plan include SEND.
- through the school's self-review procedures' Governors will ensure effective and rigorous implementation and monitoring of the school's SEND policy and provision.
- all governors will have an up-to-date knowledge of the school's SEND provision, but a Governor will be designated to have specific roles for SEND.
- the Governing body will report to parents annually on the school's SEND policy.

The Head of School

The Head of School has responsibility for:

- day to day management of all aspects of the school's work including provision for pupils with SEND provision
- informing the Governing body
- working closely with the SEND co-ordinator

Special Educational Needs Co-ordinator (SENCO)

The SENCO is responsible for the operation of the school's SEN policy, including **efficient** use of resources in making the appropriate provision for pupils with special needs, and co-ordinates all special needs activity within the school, including co-ordination with other subject and pastoral managers.

TLR Holders and Middle Leaders

All Leaders are leaders of SEND

To be responsible for the co-ordination of classroom-based support for students with additional needs, in their subject areas;

- To monitor the progress of all students with SEN within their subjects;
- To monitor and evaluate the consistent application of the policy at Faculty/subject level;
- To provide support and training for subject members where appropriate;
- To collate evidence of provision for students with SEN within their subject areas;
- Liaise with temporary and regular supply staff regarding SEN needs and issues;
- To plan curriculum and homework to meet the needs of students with SEN;

Teachers

All Teachers are Teachers of students with SEND.

Teachers have responsibility for:

Delivering Quality First Teaching in their classrooms

- taking note of the Provision Map Learning Plans or Passports for students when planning lessons and dealing with students about the school.
- Being aware of students with Standardised Scores below average for literacy and numeracy
- devising strategies and identifying appropriate methods of access to the curriculum
- working with the student and providing further help on a daily basis.
- Planning and delivering an individualised programme
- keeping records to inform the assessment process
- providing information for the Learning Support Department where students are giving cause for concern.
- seeking information from the Learning Support Department where students are giving cause for concern and implementing support strategies as suggested under the Graduated Response - "Plan, Do Review" cycle which is closely aligned to our own "Know Do Review Cycle.

The 'Know, Do, Review' Cycle

At CTA, teaching and learning follows the 'Know, Do Review' cycle. Teachers share essential core knowledge with students prior to the lesson, providing a 'big picture' overview and the foundation for challenging activities. Sharing this key knowledge also allows enables parents to play a role in supporting their son/daughter with their learning.



- ensuring the teaching assistant or support teacher within the classroom is deployed effectively
- engaging with the latest safeguarding information regarding students with SEND and report concerns as outlined in the Safeguarding policy.

Teaching Assistants

Teaching Assistants support the teaching of learning of individuals and groups of students throughout the school, particularly:

- supporting students in achieving targets identified in Provision Map Support Plans and Education, Health Care Plans (0-25 plans).
- differentiating provision for groups of students as identified in school support strategies.
- supporting all aspects of the work undertaken by the Learning Support Department.
- Working collaboratively with Teachers to ensure that students with SEND do make good progress
- Development and dissemination of QFT documents to ensure consistent provision across all curriculum areas.

Teaching assistants will be enabled to work effectively through inclusion in the planning and evaluation of individual and group programmes.

Those with Parental responsibility will be encouraged:

- To support CTA with the aims of the SEND policy
- To work in partnership with the SENDCo, Teachers, Year Offices and the Teaching Assistants to ensure appropriate provision for students with SEND
- To attend meetings to support their children as required

Staff Development

The school is committed to developing the expertise of all staff in SEND to enable them to meet the needs of pupils. Regular updates will be given regarding students and 'Team Around the Student' meetings offered where appropriate. Where possible "experts" in specific conditions and learning needs will be brought in to school for additional support and CPD.

Resources for SEND

School is funded to meet the needs of all their students through its core budget but is additionally funded to support provision for SEND through:

- deprivation and underachievement factors, based on the number of students receiving free meals and those underachieving on entry;
- funding for specific students to meet their assessed needs;
- AEN/HLN funding for which specific applications can be made.
- specific grants, for which the school may bid, that are for identified purposes.

All resources will be employed effectively to meet the needs of individuals and groups on the basis of plans within the School Improvement Plans.

Arrangements for considering complaints

If parents/carers wish to make a complaint about the educational provision for an SEND student, they are invited to discuss their concerns with the SENDCO. If they are still dissatisfied they should contact the Head of School who oversees the school, the Executive Headteacher, the Governing Body or finally the Local Authority. A formal complaint concerning special needs may be registered with:

Special Services
Education Department
Tipping Street
Stafford
ST16 2DH

PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Provision is 'educational provision, which is additional to, or otherwise different from, the education provision made for other children of the same age.'

This may include:

Differentiated School Support

Prior to identification as having SEND a student will have had access to a differentiated programme which may include:

- targeted support by the class teacher within the classroom environment
- access to school support programmes such as Skills Clubs in Literacy or Numeracy, Social Skills Clubs or Homework Clubs.
- additional home learning opportunities – including MyMaths, GCSE POD (English), Show My Homework

Where a child fails to make adequate progress despite this then the school identify the student as having special educational needs and will consider further intervention- including a "Graduated Response" and "Plan Do and Review".

Monitor / formally School Action

Monitoring will be initiated where students have failed to make adequate progress. They will be identified by the SENDCO, who will consult with all staff and parents, as well as the pupil. Following evaluation of the school's interventions and assessment of the child, the SENDCO will identify provision from within the school's resources that are designed to meet the student's needs. Such interventions may include:

- additional planning of learning programmes.
- provision of different learning materials or specialist equipment.
- additional staff training.
- Skills clubs
- targeted support from a Teaching Assistant.

K/ formally School Action Plus

Where pupils fail to make adequate progress, despite additional provision at K School Action, then the school will seek the advice and involvement of external support services.

They will be requested to:

- provide specialist assessments
- give advice on teaching strategies or materials
- provide short-term support or training for staff.
- work directly with the pupils as an individual or within a small group

Parents/carers and the child will also be involved and as a result of this the Learning Plan or Passport will be revised and new strategies put in place. Should the assessments identify that the pupil requires additional provision on a regular basis for an extended period then the school may apply for additional resources. The application will be evaluated against criteria established by the LEA.

Education Health and Care Plan (EHCP)

The Staffordshire Assessment Team has set the criteria for applications for EHCPs. In order for any application to be processed the student must meet the criteria and the appropriate prior intervention must have been put in place. Students, Parents/carers and outside agencies working with the school should have been involved in a Team around The Family/Child or Local support meeting with clear targets, success criteria and reviews. Where students have not made progress through this part of the pathway an EHCP application will be considered.

The EHC Hub is a new digital approach in Staffordshire to creating and maintaining Education and Health Care Plans. It will be used for new assessments and the Reviews of existing EHC Plans.

Planning and Reviewing the Provision for Individual Pupils

The strategies that will be employed for students identified as having SEN will be recorded in a Classroom support Plan, reflecting provision that is additional to, or different from, normal differentiated provision.

Contents of the Classroom Support Plan will include:

- 3 short term targets for the child.
- teaching strategies to be used.
- additional provision to be put in place.
- when the plan is to be evaluated and reviewed, with space for the outcomes of the targets.

The Classroom Support Plan will be communicated to all staff, via Provision Mapping. Classroom support Plans will be kept under review, but will be formally reviewed at least once a year following consultation with the child, parents and staff. New targets will be identified with strategies for achieving them. On an annual basis, at Parents Evenings, there will be a formal review in which all staff, parents and the child will be invited to participate.

PARTNERSHIP

Partnership with Parents

The school actively seeks to work with parents and values the contribution they make. We aim to support parental partnership by:

- ensuring positive attitudes towards parent needs.
- effective communication.
- acknowledgement of the parents' role as a partner in the education of their child.
- recording parental views as part of any Review procedure.

The parents of any student with either special educational needs who have concerns regarding their child's progress, are welcome to telephone or make an appointment to discuss their concerns with the relevant year office in the first instance and following this, the SENDCo.

Pupil Participation

The school acknowledges the pupil's role as a partner in their own education, developing their participation in the decision making process by:

- listening to and valuing their views
- involving students in Review Meetings to discuss progress and future provision.
- involving students in targets setting and formation of Classroom support Plans
- record students' views as part of any review procedure
- effective communication.

Partnership with other Bodies

The school aims to work with other agencies in order to provide an integrated support, based on the needs of the pupil. Co-operation between the school, the LA, the health services and social services is vital if we are to secure the most effective assessment, intervention and deployment of resources for pupils with SEND. Advice and support from agencies in the voluntary sector will be sought and valued when appropriate.

MONITORING AND EVALUATING PROVISION

As part of their evaluation of school effectiveness the SENCO, The Barriers to Learning Team and other staff will monitor the effectiveness of the policy and procedures in meeting the needs of pupils with SEN. Success factors will include:

- early identification of students with SEND
- student views and opinions are taken into account through Form tutor and TA mentorship
- the school and parents work in a partnership
- interventions and provision are regularly reviewed and evaluated via individual progress and data collection.
- the school works in close co-operation with other agencies and fosters multi-agency working
- that statements of Special Educational Need and Individual Educational programmes are regularly reviewed
- that students with SEND will make good academic progress (in relation to their attainment on entry to the school) as shown in SISRA and other analyses, as appropriate.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) Chapter 3 and has been written with reference to, and should be read in conjunction with, the following guidance and documents:

Equality Act 2010: advice for schools DfE (May 2014)

Special Educational Needs and Disability (SEND) Code of Practice 0–25 (2015) and Regulations (Jan 2015)

Statutory Guidance on Supporting pupils at school with medical conditions (Dec 2015)

The National Curriculum in England: Framework for Key Stages 104 (Dec 2014)

Staffordshire County Council Local offer

Safeguarding Policy

Accessibility Plan

Teachers' Standards 2012

Keeping Children Safe in Education (September 2021 update)