



# Special Educational Needs Policy 2022-2023

This document should be read in conjunction with the following related policies and guidelines:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (2015)
- Schools SEN Information Report Regulations 2014
- Statutory Guidance in supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Accessibility plan
- Teacher Standards 2012
- KCSIE 2022

This policy was written by the previous school SENDco following consultation with the school SEN governor, the school leadership team, staff and the parents of pupils with SEND currently in school. It has been subsequently updated by the new SENDCO and has been ratified by governors.

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## Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At South Kirkby Academy we believe that **all** children are entitled to an education that allows them to make good progress and meet their full potential in education and future life. This is outlined in our school vision 'Success for All'.

Our School vision is underpinned by four key values: Dedication, Aspiration, Cooperation and Inspiration.

In the strive to achieve success for children with special educational needs or disabilities (SEND) we follow the guidance set out in the SEND Code of Practice 2015. Support is planned for individual children to help meet their needs and allow them to achieve good outcomes. Types and levels of support will vary from child to child; support is no longer measured in hours of adult support provided.

## Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A **significantly greater difficulty** in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### **Roles and Responsibilities**

#### **The SENCO will:**

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

#### **The SEN governor will:**

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### **The headteacher will:**

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **Each class teacher is responsible for:**

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

### **Teaching Assistants**

- Provide relevant support to identified pupils
- Assist with the recording, monitoring and evaluation of pupils' progress
- Assist with the identification and effective provision of appropriate resources

## SEN School Offer

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

### Identifying Special Educational Needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Consideration will also be made to needs that are **not SEN** but may impact on progress and attainment.

- Disability
- Attendance

- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a Child of a Serviceman/woman

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and made available to the parent.

## Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN.

This will be differentiated for individual pupils.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

- Adapting our resources and staffing
- Using recommended aids, such as laptops, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

This list is illustrative and is by no means exhaustive.

In addition to what occurs in the classroom we have a number teaching assistants who are trained to deliver interventions in literacy, numeracy and social and emotional needs.

Teaching assistants will support pupils on a 1:1 basis when students require a personalised program of intervention.

Teaching assistants will support pupils in small groups when they are accessing an intervention targeting shared needs.

We work with the following agencies to provide support for pupils with SEN:

- Wakefield Educational Psychology Services
- Wakefield Inclusion and Special Educational and Disability Support Services (WISENDSS)
- Speech and Language Therapy
- The Children's Hub
- School Nurse
- Future in Minds practitioners
- Social Care
- Occupation Therapy

### Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires

- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- The use of data to map progression
- Teacher feedback and observations

### **Monitoring and Managing Information**

All information is stored and shared in line with the confidentiality policy. Documents are retained in archive for 25 years after a child has left the school at which point the documents are destroyed. For more information please see the Data Protection Policy on the Waterton Trust website.

### **Reviewing the Policy**

The SEN policy will be reviewed annually and may be amended prior to this if significant reforms are implemented. A current policy will be available on the school website or by request at the school office.

### **Dealing with Complaints**

The school's complaints procedure can be requested at the main office. The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.