



SEND Policy

Aims and Objectives

Magdalen Academy, St Germans Academy and Wimbotsham & Stow Academy aim to provide all pupils regardless of age, gender, background or disability with access to a broad and balanced curriculum which provides the opportunity for all children to reach high levels of achievement.

We aim to meet individual needs through:

- High quality first teaching
- Effective and differentiated target setting
- Close working relationships with pupils, parents and carers
- Co-operative and productive working with the school Cluster, Local Authority and other outside agencies.

At our Academies we recognise that individual pupil needs vary greatly and through a personalised approach we aim to enable all pupils to reach their full potential and be fully included in our school community. We recognise that a significant proportion of pupils will have special educational needs and/or disabilities at some time in their school career. Many of these pupils will require help through their time at school, while others may need a little extra support through an intervention to help them overcome more temporary needs.

Objectives

- To ensure that all children receive appropriate educational provision through a broad and balanced curriculum that is accessible, relevant and differentiated, and that demonstrates coherence and progression in learning
- To ensure that the needs of SEND children are identified early, assessed, provided for and regularly reviewed (following the 'assess, plan, do, review' process highlighted in the SEND Code of Practice 2015)
- To enable every pupil to experience success and move from dependent to independent learning.
- To create an environment that is designed to meet the needs of all pupils with SEND and to ensure that the management and deployment of resources is carefully planned and reviewed in order to meet those needs.
- To work in partnerships with parents and carers to foster high levels of engagement so we can work together to support our children.
- To seek the views of the pupil and ensure they have a voice in the support they receive. Encourage active involvement by the children themselves in meeting their needs.
- To work collaboratively with other professionals and support services to ensure a multi-professional approach to meeting the needs of vulnerable pupils
- To promote children's physical and mental health, self-esteem and well-being and to support them to form and maintain positive relationships
- Provide training and support for all staff working with children with SEN
- Access and keep records of the progress of children with SEN to make sure their needs are fully met.

Definition of Special Educational Needs

"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age." SEND Code of Practice 2015

"Schools should consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them."

The Equality Act 2010 definition of a disability is:



“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities.”

Identification, Assessment, Monitoring and Evaluation

Quality First Teaching provides for a wide range of abilities, aptitudes and interests of pupils. The SEN Code of Practice suggests that pupils are only identified as having SEN if they do not make adequate progress once they have had all the intervention / adjustments and good quality personalised teaching.

Pupils are assessed on entry using the EYFS baseline assessment. The EYFS teachers liaise with feeder pre-school settings to gather information that helps to identify individual needs at an early stage.

Pupils' needs are identified as early as possible and monitored regularly through:

- Termly pupil progress meetings, during which spelling and reading ages, pupil asset data, phonic assessments and other classroom based assessments may be used to track individual pupil progress
- Class Teacher observations of pupils
- Following up parental concerns
- Information from previous schools
- Information from other professional agencies
- Our SEND consultant assessments or other individual assessments from outside professionals

Where a difficulty in learning is identified class teachers, with the support of the SENCO, will make reasonable adjustments for that child in order to ensure they can reach their full potential. The triggers for this include:

- The pupil is working at a level below the national expectation for their age
- The attainment gap between the pupil and his / her peers is widening
- A previous rate of progress is not being maintained
- Little progress is being made even when teaching approaches and resources have targeted a pupil's identified area of weakness.

Any pupils falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and below national expectations will be monitored.

At this stage children will be identified on the school's provision map and progress is monitored by the class teacher and SENCO. Parents and Carers will be informed and, where appropriate, a pupil passport will be implemented and regularly reviewed with input from the SENCO, Class teacher, pupil and parents/carers.

Reasonable adjustments at this stage may include:

- Individual differentiation
- Small group interventions
- Additional Adult support
- Access to additional learning resources in the classroom

All interventions and reasonable adjustments follow the 'assess, plan, do, review' cycle as detailed in the SEND Code of Practice 2015.

Where pupils needs require interventions 'additional to' or 'different from' the high quality teaching, differentiation and curriculum on offer to all pupils, additional SEND support will be offered. At this stage a child may have a Special Educational Need as identified by the SEND Code of Practice 2015, they will receive a SEND Support Plan which will be written collaboratively with parents/carers and the pupil themselves and they may be included on



the school's SEND Whole School Record. Children with medical needs are also included on this record. Based on their primary barrier to learning children will be identified under one of the following categories of need: communication and interaction, cognition and learning, physical and/or sensory needs, or Social, mental and/or emotional health.

The register is updated regularly and pupils may be removed from the register at any time as their needs change or develop.

In addition, vulnerable pupils and pupils receiving in school intervention are recorded on the school's provision plan.

SEND Individual Education Plans (IEP's)

SEND IEP's are a planning, teaching and reviewing tool enabling us to focus on particular areas for development. They are a working document which can be amended at any time and are reviewed termly. They will identify SMART targets for the child and detail how these targets may be achieved. They will be developed with the child, parents/carers and teacher and shared with all relevant adults within the academies.

Evaluating impact

The class teacher and/or the SENCO keeps records of the action taken and progress made and reviews this with parents and the child. The review should focus on:

- progress made by the child
- effectiveness of the additional provision
- future action

The outcome may be

- the child continues on SEN Support
- the child no longer needs special or additional help
- the child's needs are complex and further support and provision is required

Involvement of Other Professionals or Outside Agencies

The academies may seek permission from parents/carers and pupils to involve specialists when they feel necessary. This may be at the identification stages or it may be later during SEND Support.

Education, Health & Care Plans

Where purposeful and relevant action taken by the school has not been successful in enabling a child to make expected progress it may be appropriate to apply for an Educational, Health & Care Plan. All pupils with an Education, Health & Care Plan will have an Annual Review Meeting where the child, parents and all relevant professionals will be invited to attend and/or contribute.

Evaluating

All intervention whether individual, group, school based or professionally provided is monitored to ensure:

- it matches need and is working.
- children are making progress

The SENCO then reports this anonymised data and information termly to the governing body with further recommendations and actions.

Roles and responsibilities

Provision for pupils with special educational needs and disabilities is a matter for the academies as a whole. It is each teacher's responsibility to provide for pupils with SEN in

his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the Academy's procedures for identifying, assessing and making provision to meet those needs. The LIT (governing body), in co-operation with the Executive Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEN. It maintains a general overview and has appointed a representative governor (the SEN governor), who takes particular interest in this aspect of the school.

The LIT (Governing Body) SEN Governor – Mrs Robyn Press will ensure that:

- SEN provision is an integral part of the school improvement plan
- the necessary provision is made for any pupil with SEN
- they have regard to the requirements of the SEND Code of Practice (2015)
- they are fully informed about SEN issues
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN
- the quality of SEN provision is regularly monitored.

The Special Educational Needs Co-ordinator (SENCO) Miss Julie Kerr is responsible for:

- overseeing the day-to-day operation of the Academy's SEN policy
- co-ordinating provision for children with SEND
- liaising with and advising staff members on their SEN support provision
- supporting staff to identify pupils with SEN
- supporting class teachers in devising strategies, drawing up support plans, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEN and on the effective use of materials and personnel in the classroom
- assisting in the monitoring and evaluation of progress of pupils with SEN
- liaising closely with parents/carers of pupils with SEN
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents/carers
- maintaining the academies' SEN register and records
- contributing to the in-service training of staff; keeping up to date with changes in local and national procedures
- liaising with the SENCOs in receiving schools/and or other schools to help provide a smooth transition from one school to the other
- working with the Executive Headteacher and LIT (school governors) to ensure that the academies meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- regularly attend local network meetings

Class teachers are responsible for:

- including pupils with SEN in the classroom where possible, and for providing an appropriately differentiated curriculum
- ensuring that they access and use all available information and support to enable them to make appropriate educational provision for looked after children and SEN pupils
- working closely with parents, carers and specialist agencies to ensure a coherent approach to the education of SEN pupils.
- Ensuring effective deployment of resources – including teaching assistant support – to maximise outcomes for all groups of vulnerable learners.

All staff can access;

The SEN policy

The School SEN Information Report



Guidance on Identification in the Code of Practice (graduated response and the broad areas of need)

A copy of the full SEN record

Information on individual pupil's special educational needs including Annual Review documentation and IEP's on the staff IT system.

Practical advice, teaching strategies and information about special educational needs and disabilities.

Targeted specialist advice from the school SEN Consultant.

Children with Disabilities

Magdalen Academy, St Germans Academy and Wimbotsham & Stow Academy are committed to developing every child's potential irrespective of any disability they have. We welcome visits to the academies from any prospective children and parents, and feel this is especially important for children with disabilities so we can plan to meet their needs and make any necessary reasonable adjustments to the academies.

All teaching areas in the academies are accessible to wheelchairs and there are toilets accessible for wheel chair users.

Transition

We understand the importance of positive transitions for pupils during their school career. These transitions may include moving to a new class, having a new teacher or moving to a new school. Support for pupils with SEN at this time will be carefully planned in collaboration with the next phase provider, parents and appropriate staff at our academies.

Complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with their pupil's class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCO. For a problem that might need time to be explored, parents/carers should make an appointment. In the event of a formal complaint parents/carers are advised to contact the Executive Headteacher, or the SEN governor if they prefer. The Norfolk SEND Partnership Service is available to offer advice.

Please see our SEND report for contact names and links to the Norfolk SEND Partnership Service.

Relation to other policies

This document should be read in conjunction with our policies on teaching and learning, assessment, behaviour, equality, and medical needs. These policies alongside our accessibility plan are available on the Academies website.

Documents to be read in conjunction with this policy

Special Educational Needs and Disability Code of Practice 2015

Equality Act 2010

Supporting pupils at school with medical conditions 2014

Disability and Discrimination Act 1995

Accessible schools: Planning to increase access to schools for disabled pupils. 2002