



THE DEAN TRUST
Forest Gate Academy

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**Special Educational Needs and Disabilities (SEND)
Policy
Updated March 2020**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014, Updated January 2015) and has been written with reference to the following guidance and documents; Equality Act 2010: advice for schools DfE Feb 2013; SEND Code of Practice 0 – 25 (2014); Schools SEN Information Report Regulations (2014); Statutory Guidance on supporting pupils at school with medical conditions (April 2014); The National Curriculum in England Key Stage 1 and 2; Safeguarding Policy; Accessibility Plan. Teachers Standards 2012. The Children and Families Act 2014.

Staff	Details
Special Educational Needs Coordinator	Miss Sara Layton (NASENCO Award completed). Member of Senior Leadership Team Telephone: 0161 775 4356
Executive Headteacher	Miss Anita Edwards Headteacher Telephone: 0161 775 4356
Head of School	Mrs Katy Higginson Head of School Telephone: 0161 775 4356
SEND Governor	Mr George Devlin Chair of Governors Contact via school office: 0161 775 4356
Safeguarding Coordinator	Mrs Sarah Marsh Safeguarding coordinator. SEN Teaching Assistant. Telephone: 0161 775 4356

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Aims

At Forest Gate Academy we set high standards and aspirations and aim to provide quality care and education for 'all' of our children, thereby giving them a strong foundation for their future learning.

Forest Gate Academy provides a broad and balanced curriculum for all children. We believe that all children, including those with Special Educational Needs and Disabilities, are entitled to full and equal access to all areas of the curriculum. We believe in providing children with a safe, stimulating, and supportive learning environment where the aspirations and achievements of all are valued and celebrated.

Definition of Special Educational Needs (SEN)

As defined by the Special Educational Needs (SEN) Code of Practice: for 0-25 years. January 2015 (pg 15)

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.' (SEN Code of Practice January 2015 pg 15).

Some pupils with SEN may have a disability, '.... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities' (Equality Act 2010) this includes children with long term medical conditions and sensory impairments. However, not all children with a disability will require special educational provision. A child with asthma or diabetes, for example, may not have special educational needs. Children with a disability requiring special educational provision will be covered by the SEN definition.

As a school we aim;

- To create an environment that meets the special educational needs of each child and celebrates the achievements of all children.
- To ensure that children with special educational needs are identified as early as possible, that their individual needs are assessed and the necessary provision/resources are put in place.

- To ensure all staff understand their roles and responsibilities in providing for children with Special Educational Needs, and that every teacher is a teacher of children with Special Educational Needs. We place a strong emphasis on Quality First Teaching to encompass the different learning styles and needs of all children, including those with SEND.
- To enable all children to have full access to all elements of the school curriculum.
- To ensure that parents/carers knowledge of their children informs the identification and assessment process, and value their contribution in supporting their child's learning.
- To liaise closely with outside agencies to ensure accurate assessment and appropriate provision. Agencies include: Educational Psychology Service; Trafford Special Educational Needs Advisory Team; CAMHS; Health visitor/School Nurse service; Social Care in Primary Schools (SCIPs worker); Longford Park Behavioural Services; ENGAGE Trafford; Stronger Families; Speech and Language Therapy Service.
- Ensure confidentiality of children's information (Please refer to schools Data Protection Policy and Procedures).

Special Educational Needs identification and the graduated response to SEN provision.

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to know that they are a valued part of our school community and are supported to reach their potential.

The school does not discriminate against the admission of pupils on the grounds of Special Educational Needs where their learning difficulty or disability can be catered for within a mainstream setting.

Special Educational Needs covers a wide range of learning difficulties and Disabilities including; General Learning Difficulties; Specific Learning Difficulties; Social Emotional and Mental Health Difficulties; Physical and Medical Difficulties; Sensory Impairment; Social and Communication Difficulties; Speech and Language difficulties. Within each of these areas children may be affected at different levels ranging from mild to profound difficulties, or have co-occurring difficulties. We aim to identify any difficulties as early as possible through monitoring and assessment by class teachers, the SENCO and the Senior Leadership Team.

At Forest Gate Academy we aim to ensure that provision meets the needs of all learners. This includes 'Quality First Teaching' for all pupils and may involve additional support and/or access to differentiated resources or teaching strategies within class, or access to specific interventions on a 1-1 basis or within a small group, within or outside of the classroom. The school has a behaviour policy which provides guidelines for procedures and strategies to be used with children displaying challenging behaviour. We also have a whole school behaviour system, for some children with social, emotional and mental health difficulties strategies and procedures may be modified and altered accordingly to meet their individual needs.

All children are assessed when they join our school, so that we can build upon their prior learning, and plan an appropriate and engaging curriculum for all our children. This also allows for early identification of any difficulties that could impact their education and well-being. We have an assessment schedule which ensures all children are assessed regularly throughout the year in order to identify children's strengths and difficulties and adjust provision accordingly.

Class Teachers are responsible for the progress and development of all the pupils in their class, including those with SEN. We place a high emphasis on the importance of a 'quality first' approach to supporting SEN learners. Teachers develop a thorough knowledge of each pupil, their preferred learning style, abilities, interests and difficulties in order to plan appropriately to engage and support them in achieving their potential. They closely monitor children's progress and SEN support plans are reviewed termly with parents, these include information about the child's strengths and difficulties and their individual targets and provision. We monitor the quality of teaching to identify areas where further

support, training or resources could improve the quality of teaching and learning for an individual/class. Teaching staff are encouraged to undertake observations within other classes as part of their ongoing professional development, in order to self-monitor and share good practice.

If a Teacher identifies that a child is experiencing difficulties in any area, which is impacting on their education or well-being they will share this information with the SENCO (Record of Concern). We will consider the child's current abilities and difficulties using Trafford's Graduated Approach and respond to each individual's needs accordingly. We will also consider other issues that may be impacting a child's progress such as; attendance and punctuality; health and welfare; EAL; disability. Where any of these factors are impacting upon a child's progress we will work closely with the child's parents/carers and other professionals to remove barriers to learning and safeguard the child's well-being.

Where our assessments show that a child may have special educational needs, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer differentiated strategies and support within the classroom to support the child in making progress towards their individual targets. The class teacher will collect evidence of their strengths and areas of difficulties, this may be; samples of work; relevant checklists; school-based assessments; notes on responses to learning/social situations.

If assessments show that a child is continuing to experience difficulties after a term of support, the Teacher and SENCO will assess the child for progression to SEN support stage. At this stage the SENCO in consultation with the class teacher, the child's parents/carers and the Senior Leadership Team will consider additional resources/interventions that could be provided internally, or further assessment or support from external agencies. With the parent/carers consent, their child will be placed on the SEN register. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. Parental permission will be requested before any external agencies are consulted for assistance.

Children at SEN support level will have an SEN support plan which will include the child's strengths, their individual needs and strategies that can be used to support them. SEN support plans will be produced termly by class teachers, with support from the SENCO if required, these will state the child's targets and necessary provision to enable them to access the curriculum and make progress. The plans will be reviewed termly by the class teacher and parents and carers. At the start of each school year parents will be asked to provide information in regards to their child's strengths, difficulties and medical needs, in addition to their views on how best to support their child and need to know information about their child/family, this information is used for the purpose of planning to meet each child's individual needs.

Advice may be sought from the Educational Psychologist on how best to support the needs of individuals, permission will always be requested from Parents/Carers and they will have the opportunity to meet with the Educational Psychologist to share their views in relation to the child's strengths and difficulties. If the child continues to demonstrate significant cause for concern, with long term and pervasive difficulties impacting upon their Education and Well-being, the SENCO will seek parental permission to request statutory assessment by the Local Authority (LA). A range of written evidence about the child will support the request including; the views of parents/carers; samples of children's work and assessments; Reports from external agencies; and the views of the child.

Children on the SEN register are monitored closely by their class teacher, SENCO and the SLT. If children are making sufficient progress and are able to access the curriculum with a greater degree of independence, support will be gradually reduced and their progress monitored. Children will be removed from the register when they are able to access the curriculum independently at the appropriate level.

Supporting children and Families.

The school works closely with parents to support children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement and behaviour promise are central to this. Parents have much to contribute in meeting the needs of their child and in supporting their child's academic, social and emotional development and well-being. It is expected that parents/carers support their child's learning at home through regular reading and supporting them to complete set homework.

If parents have concerns in regards to their child they should initially contact the class teacher who will be able to provide information about their child's progress and well-being. If, after meeting with the child's teacher, parents wish to speak to the SENCO (Miss Layton) they can telephone the office to make an appointment. The Head teacher/Head of School can also be seen by appointment.

Our school also has a SCIPS (Social Care in Primary Schools) worker who works with families to support them with a range of issues, including signposting them to external agencies. Our SCIPS worker can be contacted via the school office.

The SEN information report can be accessed via our website <http://forestgateacademy.co.uk>

The school recognises that children with medical conditions must be supported to allow them full access to education, including school trips and physical education. Some children with medical conditions may be disabled, and where this is the case the school will comply with its duties under the Equality Act 2010. Our policy for managing medical conditions in school can also be accessed via our website. (See Policies: Accessibility and Equality and Diversity).

The Trafford service directory provides information and advice for parents about Education, Health and Care services in Trafford, including advice for Parents and Carers of children with Special Educational Needs and Disabilities. It can be accessed at www.trafford.gov.uk/servicedirectory . Alternatively, parents can contact the Family Information Service on 0161 912 1053 Monday to Friday, 8.30am until 5pm.

Roles and responsibilities.

In our school the SENCO;

- Manages the day-to-day operation of the policy;
- Co-ordinates the provision for and manages the responses to children's special needs in consultation with Class Teachers and the Senior Leadership Team.
- Supports and advises colleagues; and provides access to specialist support from external agencies.
- Oversees the records of all children with special educational needs.
- Acts as the link with parents, alongside the class teacher, to share information about their child.
- Works closely with external agencies to assess children's needs and secure the best possible provision/resources to meet their individual needs.
- Monitors and evaluates the Special Educational Needs Register, and reports to the Head Teacher and designated SEN Governor.
- Manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- Contributes to the professional development of all staff, and identifies and arranges access to relevant SEN CPD opportunities for all staff.
- Co-ordinates and leads Annual reviews for all children with Statements of Special Educational Needs/Education, Health and Care Plans in accordance with LA guidance.

The Headteacher is responsible for;

- The day to day management of provision for all children including those with SEND.
- Keeping the governing body informed.
- Working closely with the SENCO and SLT to monitor the progress and provision for all children.
- Ensuring that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

The role of the governing body;

- Maintaining an oversight of this policy, our approach to provision and our work with children with Special Educational Needs.
- Attend Governors meetings (3 times per year). Support the school in meeting the needs of all children; staffing; training; resources; budget.
- The Headteacher's report to governors will include a report on the number of pupils with SEN within each year group including the numbers of children at each stage of action, and identify any specific children which for whom the school will be seeking additional/enhanced support or an Education, Health and Care Assessment from the LA.
- The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with Special Educational Needs and Disabilities.

The class teacher is responsible for;

- The class teacher is responsible and accountable for the progress and development of all children in their class, including those with SEN.
- Planning for the progress and development of all children, using Trafford's Graduated Response guidance to support them in meeting the needs of children with special educational needs. Regularly assess and monitor children's progress and report any concerns to senior leadership and the SENCO.
- Liaising with the SENCO/SLT/other agencies about concerns regarding a pupil's educational progress or wellbeing in order to improve teaching and learning.
- Drawing up and implementing SEN support plans for children on the SEN register. Ensuring these are reviewed at least 3 times a year with parents and more frequently if necessary.
- Working together to develop and review our procedures for identifying, assessing and making provision for pupils with SEN in cooperation with the SENCO.
- Keeping parents informed of their children's progress.
- Differentiation of teaching methods, support, environment and resources to meet the needs of all learners.
- Ensuring a strong focus on 'Quality First Teaching' to meet the learning needs and learning styles of 'all' pupils.

Pupil Participation

In our school we encourage children to take responsibility and to be involved in the decision-making process. This is part of the culture of our school and relates to children of all ages. Children are encouraged to make judgements about their own performance against their individual targets, celebrating their achievements and gaining an awareness of how they can make improvements. We have a school council, with members elected from each year group, who meet to feedback the thoughts and ideas of their peers in regards to current practices and events within school. Our SEN support plan also provides the opportunity for children to provide information about themselves, with their parents' support, on their likes, dislikes and how they feel we can best support them within school.

Complaints procedure.

If a parent/carer wishes to complain about the provision or the policy, they should, in the first instance, contact the school office to make an appointment with the SENCO who will try to resolve the situation.

If the issue cannot be resolved within 10 working days, the parent/carer can submit a formal complaint to the Executive Headteacher/Head of School in writing or any other accessible format, a response will be provided within 10 days.

Any issues that remain unresolved at this stage will be managed according to the School's Complaints Policy. This is available, on request, from the school office.

Storing and managing information.

Children's information will be stored in accordance with the Dean Trust policy on Data Protection. A copy of the policy is available on request from the school office.

This policy will be reviewed annually. Next review due: March 2021.

Signed:

Date:

SENCO – Miss Sara Layton
Executive Headteacher – Miss Anita Edwards
Head of School – Mrs Katy Higginson

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