



SEND POLICY

To be used in conjunction with the SEN Information Report and Accessibility Policy

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Austin Farm Academy Special Needs Coordinator (SENDCo) is Mr Paul Thomas

If you have an SEN concern, you are invited to email Paul Thomas SEND coordinator
pthomas@austinfarmacademy.com

Introduction

The whole team at the school is committed to providing an inclusive, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. Our school is staffed by a team of qualified teachers and teaching assistants. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow.

All areas of school life are inclusive and the teaching is tailored towards individual learning: providing challenge and support, encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil life-long learning aspirations for everyone through a range of activities which are fun and enjoyable.

MISSION STATEMENT FOR AUSTIN FARM ACADEMY

Loving, Caring Achieving Community

We are determined that our pupils aspire to be the best they can be, achieving at the very highest levels, regardless of their ability. Through developing their skills and qualities and helping shape their beliefs and values, we want to prepare our youngsters so that they can confidently play their part as responsible, effective and active citizens in a fast-changing world. In order to achieve this, we are committed to ensuring they experience with us 'The Perfect Environment': passionate and creative teaching that stretches and challenges them; high quality care, support and guidance and a wide range of exciting opportunities that help shape them into the young adults they will become

INCLUSION STATEMENT

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. Our SEND policy reinforces the need for quality first teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND

Aims and Objectives of this Policy:

- To be an inclusive school
- To reach high levels of achievement for all
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need

- We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties

COVID-19 ADDENDUM

In view of the extended time out of school for some of our pupils and the social, emotional changes they have experienced, we are adapting our approaches as needed on an individual case by case basis. This means that although we have a thorough, detailed risk assessment, we are aware that adjustments may need to be made to accommodate the needs of children for whom the new school year is more of a challenge. This may impact how a child comes into school, what support a child is offered during the school day and what additional resources might be offered in order to ensure each child feels safe and happy. Communication with parents and carers is key to a successful transition back into school at this time. We therefore welcome contact and we hope then to work together collaboratively for the best outcome for each child

Recovery Curriculum

Following the Covid-19 pandemic, our staff are aware of the social, emotional and academic issues pupils and families may have faced during this difficult time. Our Recovery Curriculum places a strong emphasis on mental health wellbeing to help our pupils feel physically and emotional safe in school and to re-connect with their friends, teachers and the wider school community. Further information can be found here...

<https://www.austinfarmacademy.com/1st-june-partial-school-opening-arrangements691147f7>

Home learning in the event of further closure

We will continue to support you and your child/ren during further lockdown or self-isolation. The work and support provided will be bespoke for each child. We are using a range of resources in order to ensure that children receive an education using high quality resources. These resources will be organised by your child's class teacher.

Contact during periods of lockdown and self-isolation

You will be contacted, usually via telephone in the first instance, by your child's class teacher to discuss how home learning is going and feedback for the work completed. If your child has an EHCP, then the SENDCo will also make weekly calls to discuss general support that can be offered. Please be aware that you don't need to wait for a telephone call. Please use Class Dojo, the school text messaging service or email Mr Thomas using the address send@austinfarmacademy.com

ADMISSION ARRANGEMENTS

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. (Please see school's Admissions Policy).

MANAGEMENT OF SEND WITHIN SCHOOL

The governing body has delegated the responsibility for the day to day implementation of the policy to the SENDCo who has Qualified Teacher Status in addition to holding the National Award for SEN Coordination. The SENDCo is also supported by the school PSA to ensure inclusive, 'wrap-around' care.

All school staff have a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with differentiation and personalisation to meet need. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions.

Teaching Assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is pupil centred.

The SENDCo is responsible for:

- overseeing the day-day operation of this policy
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing teaching assistants
- overseeing the records on all children with SEN
- liaising with parents of children with SEN (in conjunction with class teachers)
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- The SENCO is responsible for reporting to the governor with responsibility for SEN on the day-day management of SEN policy.

4. IDENTIFICATION AND ASSESSMENT

We accept the principle that pupils' needs should be identified and met as early as possible.

There are four areas of need as stated in the SEND Code of Practice, 2014

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress

- Communication and Interaction (C and I)
- Cognition (Cog)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical. (S/P)

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child (LAC)
- Being a child of a service woman/man.

The SENDCO is part of the senior leadership team, using whole school tracking data as an early identification indicator.

We use a number of additional indicators of special educational needs. This is in addition to concerns raised by class teachers and/or parents:

- the analysis of data, including entry profiles at FS1 and 2 baseline and end of FS data, SATs, reading ages, annual and termly pupil assessments
- The use of our local authority SEN criteria
- The following up of teacher concerns
- following up parental concern
- tracking individual pupil progress over time
- Information from previous schools on transfer
- Information from other services

The SENCO maintains a list of pupils identified through the procedures listed; this is called the SEND register. This register is reviewed each term when a detailed analysis of the register takes place. For some pupils a more in depth individual assessment may be undertaken by the school or other educational or health professionals

5. CURRICULUM ACCESS AND PROVISION

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively. Where pupils are identified as having Special Educational Needs, the school caters for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map records a graduated response to individuals.

The range of provision may include:

- Individual Education Plan for targetted, short term targets
- in class support for small groups with an additional teacher or Teaching Assistant (TA)
- Small group withdrawal with TA, CT, or Learning Mentor LM.
- individual class support / individual withdrawal
- further differentiation of resources
- Interventions
- Provision of alternative learning materials/ special equipment
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to Specialist Teaching and Educational Psychology Service Steps or other support services for advice on strategies, equipment, or staff training

6. MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

7. RECORD KEEPING

The school will record the steps taken to meet pupils' individual needs. The SENDCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies
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8. TARGETS and EDUCATION PLANS

Some children on the SEND Register will have Individual Education Plans setting out targets and any provision made that is additional to and different from usual classroom provision. For pupils with an EHCP, provision will meet the recommendations on the plan. An Individual Education Plan will contain information on:

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The Individual Education Plan will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate up to four individual targets that closely match the pupil's needs. The Education Plan will be created through discussion with both the pupil and the parent or carer

8.1 REVIEWING AN ACTION PLAN

Individual Education Plans will be reviewed at regular intervals with the inclusion of parents, carers and pupils' views

9. CODE OF PRACTICE GRADUATED RESPONSE (Please see graduated response plan)

The school adopts the levels of intervention as described in the SEN Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs.

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEN Register. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

Placement of a pupil on the SEN Register will be made by the SENDCO after full consultation with parents at an Individual Education Plan review. External support services may advise on targets for a new Action Plan and provide specialist inputs to the support process.

Individual Education Plan intervention will usually be triggered when, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower (one year lower) than expected for a pupil at a similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Parental consent is sought before any external agencies are involved. The resulting Individual Education Plan may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults

9.1 REQUEST FOR STATUTORY ASSESSMENT

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions
- Current and past Individual Education Plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum levels.
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals
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Education, Care and Health Plans

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop Individual Education Plans that are:

- Matched to the longer-term objectives set in the EHCP
- Are shorter term
- Established through parental/pupil consultation
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

Reviews of an EHCP

EHCPs must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teacher
- At times, a representative of the SEN Team within the Local Authority
- The Educational Psychologist
- Any other person the SENCO or parent/carer considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate, to set new objectives for the coming year

At Key Stage Phase transitions Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENDCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEN.

10. PARTNERSHIP WITH PARENTS/CARERS

The school aims to work in partnership with parents and carers. If you have an SEN issue you are invited to email Paul Thomas SEND coordinator pthomas@austinfarmacademy.com

We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- working effectively with all other agencies supporting children and their parents

- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- making parents and carers aware of the Plymouth Information and Support for SEN service. This information will be included in with the new parent packs.
- involving parents in decision making as to how a pupil's individual budget may be allocated to provide support for their child.

11. INVOLVEMENT OF PUPILS

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate, all pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs (self-assessment and self-evaluation, Assessment for Learning)
- share in individual target setting across the curriculum
- self-review their progress and set new targets

In addition pupils who are identified as having SEND may, where appropriate, be invited to participate in:

- Regular meetings with named adults
- Where appropriate, working with learning mentors
- Annual review.

12. SPECIAL PROVISION

The school has the following special facilities:

- Wheelchair access
- Disabled toilets with hand rails
- A disabled lift
- Shower room

Individual adaptations will be made for specific pupils e.g. chair supports and individual work stations.

13. LINKS WITH EDUCATION SUPPORT SERVICES

We aim to maintain useful contact with support services in Children and Young People's Services. For pupils on our SEND Register, any one or more of the following agencies may be involved: Educational Psychologist, School Nurse, Community Speech and Language, Communication Interaction Team, CAMHS

14. LINKS WITH OTHER SERVICES AND SCHOOLS

Effective working links are maintained with:

Speech and Language Therapy Service

Community Health Service

Plymouth Information and Support for SEND

15. INSET

In order to maintain and develop the quality of our provision, staff undertake appropriate training and further professional development.

16. RESOURCES

The provision for SEND is funded through the main revenue budget for the school. Funds are deployed to implement the SEND policy

17. COMPLAINTS

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Head teacher and/or SENDCo. The chair of governors may be involved if necessary. In the case of an unresolved complaint, the LA may be involved. Please see the school's Complaints Procedure available on the school's website.

18. REVIEW OF THE SEND POLICY

This policy was developed through consultation with staff, parents, carers and pupils. The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

This Policy was written September 2018

Signed by:

Headteacher

Ruth Baptiste

SENDCO

Paul Thomas