



# SPECIAL EDUCATIONAL NEEDS POLICY

Date reviewed	January 2021
Frequency	Annually
Next review date	July 2021
Reviewed by	Academic Standards, SEN and Educational Trips Committee

Signed:   
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Chair of Governors

Dated: 11.02.2021

Signed:   
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Principal

Dated: 11.02.2021

**Special Educational Needs Co-ordinator:** Mr Sailesh Roopnarain

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**Senior Leadership Link:** Mr Will Atkinson

**SEN Governor** Mr Matt Price

## **Rationale**

Goldington Academy is committed to providing an appropriate and high-quality education to all the pupils in our Academy. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of Academy life. At Goldington Academy we believe every teacher is a teacher of every child including those with SEND.

Goldington Academy is committed to inclusion. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. We believe that all pupils should be equally valued in our Academy. We will strive to eliminate prejudice and discrimination, and to develop an environment where all pupils can flourish and feel safe.

This does not mean we will treat all learners in the same way, but that we respond to learners in ways which take account of their varied life experiences and needs.

This policy describes the way we meet the need of pupils who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in the Academy. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity.

At Goldington Academy, we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

## **Aims and Objectives of this Policy**

- To place the pupil`s needs and views at the centre of provision
- To ensure there are equal opportunities for all pupils including those with SEND
- To ensure that the management of SEND adheres to the Code of Practice (2014), the Equalities Act (2010) and Children and Families Act 2014 agenda
- To meet individual needs through a wide range of provision
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To ensure that all staff are aware of and carry out their responsibilities as set out in the Code of Practice
- Ensure that students with SEND participate fully in a range of experiences both within the academy and extra-curricular activities
- To involve students in making decisions about their learning and involve them in their provision and support
- To support staff in the identification and assessment of students' needs and, in the provision, and monitoring of appropriate teaching and learning
- To foster an ethos where staff, students, parents, governors and external agencies work together to identify and provide for all students with SEND appropriately

## **Identifying Special Educational Needs**

The Code of Practice identifies four main areas of SEND. These are

- Cognition and Learning
- Sensory/Physical needs
- Communication and Interaction
- Emotional, Behaviour and Mental Health

The Code of Practice describes a child as having SEND if the child;

- has a significantly greater difficulty in learning than their peers or
  - has a disability which prevents the child accessing facilities in a mainstream school.
- (DfE 2014 6.2)

## **Admission Arrangements**

No pupil will be refused admission to the Academy on the basis of his or her special educational need. In line with the SEND and Disability Act we will not discriminate against disabled children, and we will take all reasonable steps to provide effective educational provision.

## **A Graduated Approach to SEND Support**

All Academy staff have a responsibility for pupils with SEND. All teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards pupils with SEND and a positive and sensitive attitude is shown towards those pupils with SEND.

Subject teachers are the major providers of SEND provision for pupils in their classes through quality first teaching and use of appropriate differentiation for individual pupils.

The Pupil Passports, Educational & Health Care Plans (EHCP) and Learning Plans provide advice, strategies and techniques to support individual pupils and are available to all teachers.

When deciding to make special educational provision for a pupil, the SENDCo will liaise with the pupil, parents/carers, subject teachers and support staff. The SENDCo will also use progress data from teachers and will organise further assessments if needed. A Pupil Passport, and if applicable a Learning Plan, will then be written and made available to all staff on the network/email/SIMS/Provision Map website.

The SENDCo will inform staff at the bi-weekly briefing if a pupil has been added to SEND Support and an email is also sent to all staff.

Parents/Carers and pupils are at the centre of this process and will be involved and invited to come to school and participate in reviews.

### **Arrangements for INSET**

- INSET needs are identified through the Academy performance Management system, staffing needs and the yearly monitoring cycle
- The Academy and the SENDCo provide, organise and co-ordinate INSET
- Courses are attended or completed on-line (as appropriate) by teaching and non-teaching staff, and these are disseminated back to staff as appropriate
- The SENDCo has a timeslot allocated on most staff training days to update staff or provide training.

## **Managing pupils needs on the SEN Register**

In line with recommendations in the SEND Code of Practice 2014, the SENDCo is responsible for:

- Overseeing the day to day operation of the Academy's SEN policy
- Liaison with SLT and the SEN Governor
- Monitoring progress of pupils with SEN; this is an ongoing process using assessment data. The SENDCo will identify pupils at risk of not making expected progress and review the classroom provision and any interventions. The Assess, Plan, Do, Review approach will be carried out with parental involvement forming part of this process.
- Offering advice and support to teachers regarding SEN
- Providing training in ways to support pupils with SEN
- Managing and leading the SEN department (SENDCO Assistants, Learning Support Assistants & Apprentice Learning Support Assistants)
- The management of annual reviews for pupils with an Education Health and Care Plan
- Management of Pupil Passports together with the pupil, parent/carer, teachers, SENDCO Assistants and LSAs
- Co-ordinating overall provision and interventions for pupils with SEN
- Liaising with parents of students with SEN at least termly
- Liaising with external agencies
- Liaising with feeder primary schools and other secondary schools
- Providing an annual report to governors

## **The Academy provides the following Equal Opportunities to Access overseen by the SENDCo**

Physical access arrangements: disabled toilet in Arts Centre, disabled toilet and wet room in main building, lift to all floors.

Enhanced lighting and double hand rail on staircases.

Extra curricular activities; after school clubs including a variety of sporting activities, Drama etc.

Involving students in their learning and target setting through pupil interviews, pupil surveys, mentor systems, Assessment for Learning and the Student Support Hub.

Supporting emotional well being through the curriculum, pastoral mentoring, anti-bullying workshops, and Academy behaviour policy in collaboration with the Pastoral Team.

## How needs are identified, determined and reviewed

- Effective transition of pupils from primary schools by meeting with relevant professionals including the SENDCo, teachers, parents, outside agencies involved with the student.
- Using assessment data to identify pupils with SEN as early as possible: screening tests, CAT data, SATs results, curriculum assessments and teacher assessments (collected termly).
- The SENDCo maintains a list of pupils identified through the procedures listed. This list is reviewed termly. For some pupils a more in depth individual assessment may be undertaken by the Academy.
- Identification of pupils with SEND is based on the following evidence:
  - Is progress significantly slower than their peers starting from the same baseline?
  - Does progress fail to match or better previous progress?
  - Progress fails to close the attainment gap between the child and their peers
  - Is the attainment gap widening?
- The SENDCo attends Senior Leadership Team, Heads of Year, Curriculum Co-ordinators, Progress and Pastoral Meetings in order to identify students needing support.
- Opportunities are provided for all staff to develop their knowledge of SEN in order to support students with their learning.
- Staff are informed via weekly briefings or email communication of changes to the SEN register.
- Differentiation is included in all teacher planning. Pupil Profiles and Learning Plans include strategies that should be used for individual students` learning.
- Parental concerns are followed up by the SENDCo/SENDCo Assistants.

## **Curriculum Access and Provision**

The first course of SEN provision is through a quality first teaching approach. In order to meet the needs of all pupils, teachers differentiate work to meet individual learning needs and to plan, mark and assess classwork and homework effectively.

Where pupils are identified as having special educational needs, the academy provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. Teacher planning and appropriate interventions (academic & social-emotional) are all evidence of provision. Where appropriate, the range of provision includes:

- In class support for small groups with an additional teacher, SENDCo Assistant or Learning Support Assistant (LSA)
- Individual/small group withdrawal to allow for greater focus with work planned and provided by the subject teacher
- Differentiation of resources
- Homework support club (daily)
- Peer support
- Wave 3 interventions (Sounds write, Power of 2, Lexia, guided reading, dyslexia support, etc.)
- Provision of alternative learning materials
- Additional staff time in planning interventions and monitoring their effectiveness
- Staff development/training to implement more effective strategies
- Access to Specialist Teaching and Educational Psychology Service or other support services for advice on strategies, equipment and staff training.
- Access Arrangements for assessments at KS3 and GCSE – refer to Examinations Policy.

## **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 pupils and peers
- Prevents the attainment gap widening
- 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 pupil's behaviour
- The pupil feels more confidence with their work

As part of the whole school monitoring process, all teachers' planning, marking and classroom practice are monitored regularly. The Senior Leadership Team and Curriculum Leaders are responsible for overseeing this monitoring. Additionally, the SENDCo monitors the work and progress of SEND pupils through data analysis, book

monitoring work scrutiny, student discussions and meetings with Curriculum Leaders, teaching staff, SENDCO Assistants and Learning Support Assistants (LSAs) to discuss progress.

### **Access arrangements**

Where appropriate, students, who have cognitive, sensory, physical or social emotional concerns, may be awarded access arrangements for tests, examinations, assessments, etc. This may be in the form of extra time (up to 50%), use of readers, scribes, laptop provision, etc. being awarded. The awarding of these access arrangements is based on cognitive and academic assessment of the student through a process that involves a PATOSS assessment of the student. The dispensations will then form part of the normal working arrangements of the student in classrooms and for test purposes. Refer also to Examination Policy.

### **Record Keeping**

The Academy will record the steps taken to meet pupil's individual needs. The SENDCo will maintain records and ensure access to them. The records are stored securely in locked filing cabinets within a locked office. In addition to the usual Academy records, the Pupils' Passports and Learning Plans will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other relevant agencies

### **Provision Map (Pupil Passports & Learning Plans)**

All pupils at Education Health and Care Plan (EHCP), SEN Support (K) or Monitoring (M) level will have a Pupil Passport and/or a Learning Plan setting out any provision or strategies that is additional to and different from usual classroom provision. These are implemented by class teachers, SENDCo Assistants and LSAs in their planning. Strategies for pupil progress will be recorded on the Learning Plan containing information on:

- Teaching strategies
- Provision made
- Date for review
- Success and/or completion criteria
- The outcomes recorded of individual targets are recorded at review

The Learning Plan will record only that which is different from or additional to the normal differentiated curriculum, and will show assessment data to monitor pupil progress.



The Learning Plan will be reviewed at least termly and parental and pupil's views will be sought.

### **SEN Resources**

- Support is allocated through the needs identified on the Pupil Passport or Education Health and Care Plan, through support provided to smaller sets, through close support in small group work and individual withdrawal where applicable.
- Pupil mentoring is available where there are behavioural, pastoral and mental health concerns.
- The SENDCo oversees the purchase of differentiated resources in consultation with Curriculum Co-coordinators.
- External agencies are referred to as appropriate.

### **Education Health and Care (EHC) Plans**

#### What is an Education, Health and Care needs assessment?

“The majority of children and young people with Special Educational Needs or Disabilities will have their needs met within local mainstream early years settings, schools or colleges. Some children and young people may require an EHC needs assessment in order for the Local Authority to decide whether it is necessary for it to make provision in accordance with an EHC plan”. (SEN Code of Practice (COP) 9:1)

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across Education, Health and Social Care and, as they get older, prepare them for adulthood. (SEN COP 9:2)

#### Requesting an Education, Health and Care needs assessment

The Academy will request a Statutory Assessment from the Local Authority when, despite an individualised programme of sustained intervention within SEN Support the pupil's progress remains a significant cause for concern or progress is not satisfactory. The Academy will have the following information available:

- Views and input from the pupil and parent/carer
- The interventions at SEN Support
- Current and past IEPs/Learning Plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Evidence of current attainment of the pupil
- Other relevant assessments from specialists such as support teachers and educational psychologists
- Any other involvement by professionals

The following people have a specific right to ask a Local Authority to conduct an Education, Health and Care needs assessment for a child or young person aged between 0 and 25:

- The child's parent
- A young person over the age of 16 but under the age of 25
- A person acting on behalf of a school or post 16 institution (with the knowledge and agreement of the parents or young person)
- Anyone else who has specific concerns (this should be done with the knowledge and, where possible, agreement of the child's parent or the young person)
- A child or young person under 19 in youth custody or their parents, or professionals working with them (Section 36 of Children and Families Act/ COP 9:8)

An Education Health and Care Plan will be provided where, after a Statutory Assessment, the LA considers the pupil requires further provision. However, the Academy recognises that a request for a Statutory Assessment does not necessarily lead to an EHCP.

#### **Considering whether an Education, Health and Care needs assessment is necessary**

In considering whether an Education, Health and Care needs assessment is necessary, the Local Authority should consider whether there is evidence that despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, they have not made expected progress.

To inform their decision the Local Authority will take into account a wide range of evidence and should pay particular attention to:

- Evidence of academic attainment or developmental milestones in younger children and rate of progress.
- Information about the nature, extent and context of the child or young person's special educational needs.
- Evidence of the action already being taken by the school to meet the child or young person's special educational needs.
- Evidence that where progress has been made, it has only been as a result of much additional intervention and support over and above that which is normally provided.
- Evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

It may also be the case that a child or young person acquires special educational needs through illness or accident, or has an existing condition that requires increasing support as they get older. (COP 9:15)

A Local Authority MUST conduct an assessment of Education, Health and Care needs when it considers that it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan.

The Education, Health and Care needs assessment should not normally be the first step in the process, rather it should follow on from planning already undertaken with parents and young people in conjunction with the school.

In a very small minority of cases a child or young person may demonstrate such significant difficulties that a school or other provider may consider it impossible or inappropriate to carry out its full chosen assessment procedure. For example, where its concerns may have led to a further diagnostic assessment or examination which shows the child or young person to have severe sensory impairment or other impairment, which without immediate specialist intervention beyond the capacity of the school or other provider, would lead to increased learning difficulties. (COP 9:3)

### **Reviews of Education Health and Care Plans**

Education Health and Care Plans must be reviewed at least annually. The SENDCo will organise these reviews and endeavour to make the pupil the centre of their review.

The SENDCo will invite parents/carers, teachers, support staff and external agencies to the review.

The aim of the review will be to:

- Listen to and take into account the pupil's views regarding provision for their individual needs
- Listen to and take into account the parent/carers views regarding provision
- Listen to and share positive progress from all present
- Set targets for progress
- 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

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 the parents an 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 Borough. The Academy recognises the responsibility of the Borough in deciding whether to maintain, amend, or cease an EHCP.

## **Complaints**

- Complaints with regard to SEN will be handled with sensitivity with an attempt at a positive resolution.
- The SENDCo will make available linked information to SEND Advice who will provide impartial advice and guidance.
- A complaint in relation to the Statutory Assessment procedure can be taken to the LEA Assessment and Monitoring team.

## **Links with Educational Support Services, Health services, Social Services, Educational Welfare Services and Voluntary Organisation for SEN**

We aim to maintain useful contact with support services in Children and Young Peoples Services. For pupils at SEN Support or EHCP level any one or more of the following agencies may be involved:

- Educational Psychology Service
- Early Help Service
- Educational Welfare Service
- Speech and Language Therapy Service
- Support Service for Sensory and Communication
- Visual Support Service
- SEND Advice
- Chums Counselling Service
- Targeted Mental Health Service
- Child and Adolescent Mental Health Service

The SENDCo liaises with external support agencies depending on the specific needs of the pupil.

## **Partnership with Parents/Carers**

The Academy aims to work in partnership with parents and carers.

We do so by:

- Keeping parents and carers informed and giving support during the assessment and any other 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
- Providing all information in an accessible way

- Encouraging parents and carers to inform the Academy of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the Academy will listen and act appropriately
- Focusing on their child's strengths as well as areas of additional need
- Agreeing targets for their child
- Making parents and carers aware of the SEND Advice services. This information is included in the Academy newsletter
- The SENDCo has an informal drop-in for parents/carers. See the website for details.
- Signposting parents to the Bedford Borough Local Offer.

### **Links with Other Schools**

- The SENDCo liaises with feeder primary schools via a transition process during the Summer Term
- The SENDCo liaises with other SENCOs and other staff with transfer of pupils, best practice and specific issues
- The SENDCo attends cluster meetings with other SENCOs from local schools

### **Links to other Academy policies and procedures:**

This policy is intended to be used in conjunction with the academy

- Attendance Policy
- Assessment Policy
- Exams Policy (Access Arrangements)
- Homework Policy
- Equality Policy
- Behaviour Policy
- Pastoral Care, Guidance and Support Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Subject Policy documents
- SEND Information report - <https://www.goldington.beds.sch.uk/ckfinder/userfiles/files/SEN/Send%20Report%202020%202021.pdf>

### **Monitoring, Evaluation and Review**

Monitoring of the SEND Department takes place through lesson observations, SLT link meetings, staff meetings, governor meetings, meetings with SENDCO Assistants,

LSAs, analysis and discussion of data, monitoring of exercise books and pupil interviews.

The SENDCo writes an annual Development Plan and evaluates work through this.

## **APPENDIX: Home-school partnership agreement**

### **Partnership with parents**

#### **Schools should:**

- Acknowledge and draw on parental knowledge and expertise in relation to their child.
- Focus on the student's strengths as well as areas of additional need; taking particular account of any disability.
- Recognise the personal and emotional investment of parents and be aware of their feelings.
- Ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings.
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints.
- Respect the differing needs parents themselves may have, for example a disability or communication or linguistic barriers.
- Recognise the need for reasonable flexibility in the timing and structure of meetings.

#### **Parents should:**

- Communicate regularly with their child's school/early education provider, and alert them to any concerns they have about their child's learning or provision.
- Fulfil their obligations under home-school agreements which set out expectations of both parties.
- Support the ethos and rules of the school including uniform, discipline and homework requirements.
- Ensure their child has a quiet place to complete homework and supervise as necessary.
- Hear their child read on a regular/daily basis especially if reading competence is a concern.
- Help their child to develop organisation skills e.g. equipment, books and kit.

## STAFFING

<b>SEND Co-ordinator:</b>	Mr S Roopnarain
<b>SEND Governor</b>	Mr M Price
<b>SENDCO Assistants:</b>	Mrs A Cassan Mrs H White
<b>Learning Support Assistants:</b>	Mrs A Hopkinson Mrs S Mueke Miss R Savory
<b>Apprentice Learning Support Assistants:</b>	Miss K Clifford Miss C Macardle
<b>Student Support Hub Co-ordinator</b>	Mrs S Sanger