



GEORGE GRENVILLE ACADEMY

**SPECIAL EDUCATIONAL NEEDS & DISABILITY
(SEND) POLICY**

October 2018

Our Ethos

At George Grenville Academy we are committed to giving our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our academy. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our academy community.

Definition of Special Educational Needs and Disability (SEND)

At our academy we use the definition for SEND from the SEND Code of Practise (January 2015). This states:

*SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A **learning difficulty or disability** is a significantly greater difficulty in learning than the majority of others of the same age.*

***Special educational provision** means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.*

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...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.’

Key Roles and Responsibilities

The SENCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND; including those who have EHC plans (or Statements until 2018) The SENCO is a member of the leadership team and is also the designated teacher for Looked After Children (LAC). The SENCO is Caroline Ryan (cryan@georgegrenville.co.uk).

DCPO: The Headteacher, Emma Killick, has specific responsibility for safeguarding and is the Designated Child Protection Officer (DCPO)

Aims and Objectives

Aims

At George Grenville Academy all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider academy community. We expect that all pupils with SEND will meet or exceed the high expectations we set for them against national data and based on their age and starting points. We will use our best endeavours to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education.

Objectives

To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils with the pupils and their parents/carers at the centre.

To develop effective whole academy provision management of support for pupils with special educational needs and disabilities.

To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice, January 2015.

Identification of Needs

The purpose of identification is to work out what action we need to take, not to fit a pupil into a category.

The identification of SEN is embedded in the whole academy process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEN. The purpose of identification is to work out what action the academy needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

The Code of Practice (January 2015) refers to four broad areas of need:

Communication and Interaction

These children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

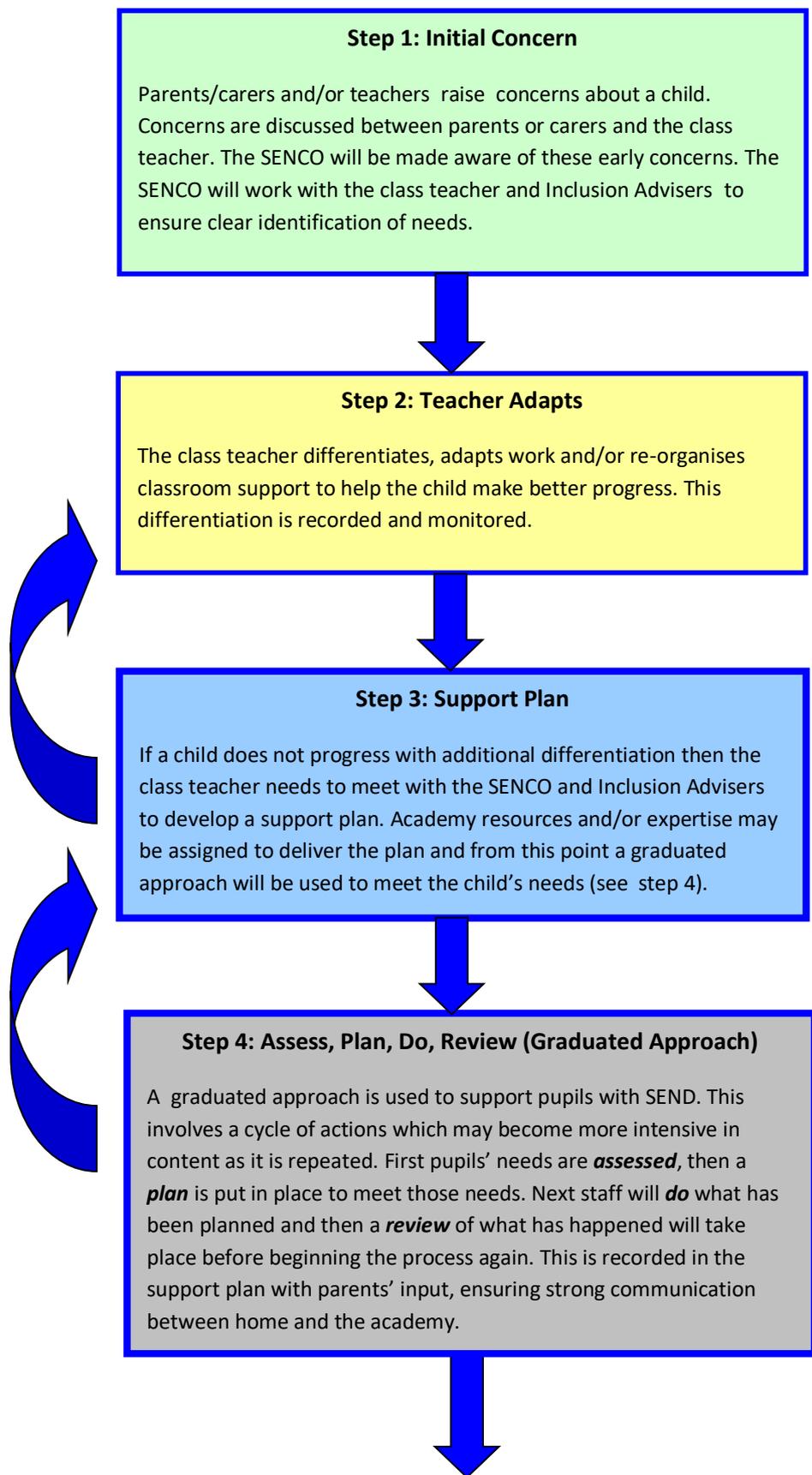
Sensory and/or Physical Needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

It is also important to note that Behaviour is no longer considered as a category of SEN. However, any concerns relating to a child's behaviour will be described as an underlying response to a need which will need to be investigated further (please also refer to our Positive Behaviour Policy.)

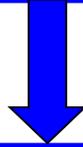
The process of support

At George Grenville Academy we recognise every child deserves to reach their potential and with that comes a responsibility to support them in achieving this. There are a number of stages we go through in order to identify what the need of each child is and the level of support required. We will only move from one stage to another if a child still needs more support and is not making sufficient progress. If a child makes excellent progress, we may decide to move back a step. (See diagram of steps)



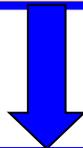
Step 4 continued

Plans made will be reviewed at least termly and if, (normally following two cycles of assess, plan, do, review), the child is still not making progress then the class teacher will discuss with the SENCO and Inclusion Advisers a referral to an appropriate outside agency to help further address the child's identified need.



Step 5: Education and Health Care Plan

If following implementation of recommendations from outside agencies and targets in the support plan, the child is still not making progress then the academy and/or parents/carers may wish to apply for an EHCP (Education and Health Care Plan) from the County. This replaces the old 'Statement of Special Educational Needs' and is where the County assesses a child's needs and gives the academy extra resources to help support that child's learning and



Step 6: EHCP is in place

Once the child has an EHCP, parents will have a copy and have a chance to come into the academy to discuss it so that they know exactly what is going to happen. The EHCP will be reviewed at least once a (academic) year and everyone that supports the child (including the child and their parents/carers) will be involved in the review to make sure that the plan is working well. The targets in the EHC Plan will feed into the support plan for the child and continue to be regularly reviewed.

A Graduated Approach to SEN Support

How the academy decides whether to make special educational provision

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances.

The academy's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCO.

In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the academy about the pupil's progress, alongside the views of parents/carers and pupil. During this stage extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs.

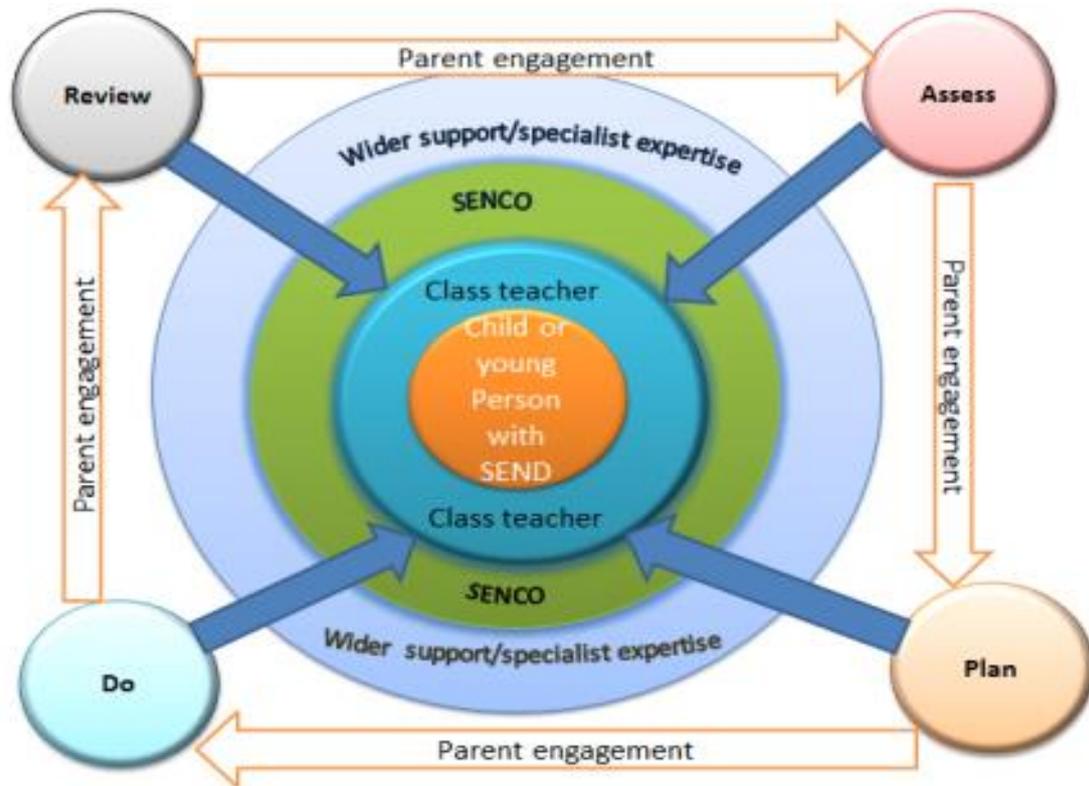
Particular care is taken when identifying and assessing SEN for children whose first language is not English.

Where pupils have higher levels of need, and with parental permission, the academy may wish to seek advice from external agencies (accessing the County local offer where relevant). These agencies include:

- Educational Psychology Service (EPS)
- Cognition and Learning Support (C&L)
- Speech and Language Therapy (SALT)
- Autism Outreach Team
- Occupational Therapy support (OT)
- Children's Services
- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS)
- Specialist Diabetes Nurses
- Family Resilience
- Pathways Primary Pupil Referral Unit (PRU)
- County SEN Team

If the support needed can be provided by adapting the academy's core offer then a child might not be considered SEN or placed on the SEN register. If, however, the support required is different from or additional *to* what is ordinarily offered by the academy, the child will be placed on the SEN register and a SEN support plan will be put in place. The academy will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of *assess, plan, do, review* with the child/young person at the centre of the process (the graduated approach).

The support plan is intended to be a working document which is regularly updated as more is understood about the child's SEN, including their response to interventions. Where a child and family would benefit from co-ordinated support from more than one agency an Early Help Assessment may be used to identify help required and to prevent needs escalating.



The four part cycle:

Assess:

We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan:

Where SEN Support is required the teacher and SENCO will put together a plan outlining the adjustments, interventions and support for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

Do:

The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher and liaise with outside agencies that are involved.

Review:

The plan including the impact of the support and interventions will be reviewed each half term by the teacher. They will note next to each target how that child is progressing towards meeting them. They will make their notes in the colours matched to each term. There will be a termly review with the teacher, parent/carer, pupil and when required the SENCO. Notes will be made next to each target in red and this will inform the planning of next steps for a further term or where successful the removal of the pupil from SEN Support. Every child will have a support plan for a year. Each support plan will be reviewed each term. Where appropriate they will follow the child with them to their next year group. Transition to the next year group will be carefully monitored by the SENCO, teachers and parents. Parents will be involved in this transition to ensure all support required is in place and running successfully for that child in their new year group.

Example of the review process (An example of a completed support plan is available on request):

Autumn 1 (*Please note the previous class teacher must write the child's support plan for the start of the next year including a bench mark score in part 9 highlighted in red*)

AUTUM SEND SUPPORT PLAN (1)

Support plan reviewed by class teacher and SENCO where required. Progress notes written and date of review highlighted in blue against each target.



Autumn 2

Support plan reviewed by class teacher, parents, child and SENCO where required. Progress notes written and date of review highlighted in blue against each target. Progress scale completed. Spring support plan generated.



Spring 1

SPRING SEND SUPPORT PLAN (2)

Support plan reviewed by class teacher and SENCO where required. Progress notes written and date of review highlighted in yellow against each target.



Spring 2

Support plan reviewed by class teacher, parents, child and SENCO where required. Progress notes written and date of review highlighted in yellow against each target. Progress scale completed. Summer support plan generated.



Summer 1

SUMMER SEND SUPPORT PLAN (3)

Support plan reviewed by class teacher and SENCO where required. Progress notes written and date of review highlighted in green against each target.



Summer 2

Support plan review by class teacher, parents, child and SENCO where required. Progress notes written and date of review highlighted in green against each target. Progress scale completed. AUTUMN SUPPORT PLAN then generated ready for transition to the next year group.

(N.B please note parents may have meetings with the class teacher, SENCO, or Headteacher at any time they feel they require one, not just during the scheduled formal meetings.

It is also essential to realise that the academy see support plans as working documents and therefore will be treated as such. In between the formal review sessions all relevant staff will contribute and update support plans whenever required)

This four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles

Parents/carers and pupil involvement in the graduated approach

We believe in a person centred approach to information gathering and the cycle of *assess, plan, do, review*. Termly reviews and target setting meetings are planned to coincide with parents' evenings where possible. Targets are shared with pupils and successes are celebrated.

Any pupil with a Statement or EHC plan will be invited to attend part of their annual review to share their achievements for the year and aspirations for the future. Parents will also be invited to come to this meeting.

SEN Provision

SEN support can take many forms. This could include:

- An individual learning programme
- An individual behaviour plan
- Evidence based interventions (whole year group provisions)
- Extra help from a teacher and a teaching assistant
- Making or changing materials, resources or equipment
- Working with a child in a small group
- Maintaining specialist equipment
- Observing a child in class or at break and keeping records
- Helping a child to take part in the class activities
- Making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- Helping other children to work with a child, or play with them at break time
- Supporting a child with physical or personal care difficulties, such as eating, getting around academy safely, toileting or dressing
- Access to nurture groups/sessions
- Specialist staff to make specific observations and set and review targets
- Inclusion Advisors to give tailored emotional and social support in small groups and/or on a 1:1

Managing the needs of Pupils on the SEN Register

Each pupil with SEND is an individual and their plan is tailored to meet their particular needs. Plans are reviewed termly with parents and pupils (Please refer to the Graduated Approach – Review section).

Decisions regarding the level of support provided are needs led, working within the constraints of the academy budget.

The class teacher is responsible for:

- the progress and development of all pupils including those with SEND
- ensuring the plan is implemented in the classroom
- regular liaison with parents and the SENCO
- effective deployment of additional adults
- Identifying on class planning the provision they are making for pupils with SEND
- Alongside the SENCO and outside agencies, writing and reviewing of targets for pupils with SEND

The SENCO is responsible for:

- The SEND policy and its implementation and review
- Co-ordinating support for children with SEND
- Updating the SEN register and maintaining individual pupil records
- Monitoring the quality of provision and impact of interventions
- Ensuring the academy accesses the local offer provided by County (which brings together information from social care, health, education and other services about the support County are expected to offer to children and young people aged 0-25 years with Special Educational Needs and Disabilities and how to access this support.)
- Attending network meetings and updating staff
- Referrals to and liaison with outside agencies
- Line managing TAs with responsibility for SEND
- Liaising with and advising staff
- Maintaining regular liaison with parents/carers
- Co-ordinating annual reviews
- Supporting staff in identifying pupils with SEN.
- Mapping provision throughout the academy
- Managing the SEND budget, allocating cost appropriately and transparently
- Maintaining links and information sharing with receiving schools

The SEN Governor is responsible for:

- Monitoring the effective implementation of the SEND policy
- Liaising at least termly with the SENCO
- Reporting to the governing body on SEND
- Ensuring that pupils with SEND participate fully in academy activities

Criteria for removing pupils from the SEN Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, this means that every teacher expects to assess, plan and teach all children at the level which allows them to make progress. (Wave 1 and 2), they may be removed from the SEN register. The academy will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

Requesting an Educational, Health and Care (EHC) needs assessment

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided through just an SEN Support plan. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs and extra funding is provided by the County to further meet the child's needs. It is important to note that having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child is eligible for a Statutory Assessment for an EHC Plan. *(See Buckinghamshire's guidance on the Bucks website for further information regarding requests for EHC plans)*

Statements

The Education, Health and Care (EHC) plan replaces what were formerly called statements of special educational needs. Children who currently have a statement will continue to maintain this until the transition is made to an EHC plan. The academy is following Buckinghamshire's transition timetable which will ensure all statements will become EHC plans by April 2018. Parents will be informed by the LA in advance of this transition review and will have an opportunity to discuss the process with the SENCO.

Supporting parents/carers and children

We provide support in the following ways:

- The Headteacher and SENCO operate an open door policy for parents/carers seeking support and advice.
- Inclusion Advisors operate an open door policy for parents/carers seeking support and advice.
- The dedicated SEND Governor who is available as a contact point
- Individual arrangements can be made for phased entry into Reception class
- Additional time and special arrangements for SATs

- Support for transition between classes
- A transition group for vulnerable Y6 pupils transferring to secondary school
- Inviting the SENCO of the receiving secondary school to the final Annual Review in year 6.
- SEND parent hand books/leaflets
- SEND parent meetings to generate clarity round processes and procedures

Supporting pupils at academy with medical conditions

The academy recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability the academy will comply with its duties under the Equality Act 2010. Reasonable adjustments will always be made to promote access to all areas of the academy curriculum for pupils with a disability, for example an extra adult to accompany a child on a school trips/residentials. Specific staff have training to support particular needs, for example technical knowledge to maintain auxiliary aids and equipment or managing diabetes. The academy Office Manager (Sarah Joubert) is responsible for the administration of medicines and health care plans/protocols.

Monitoring and evaluation of SEN

The Senior Leadership Team regularly monitor and evaluate the quality of provision for all pupils. The academy aims to use interventions in academy that have proven outcomes and are evidence based. The impact of SEN provision on the progress and outcomes for children on the SEN register is measured through:

- Teacher observations as part of their formative (on-going/daily) assessment
- Analysis of pupil tracking data and test results at pupil progress meetings
- Progress against national data and based on their age and starting points.
- Interventions baseline and exit data
- Standardised screening or assessment tools
- Progress against individual targets
- Pupils' work and interviews
- Learning skills data and progress in each of them
- Behaviour data and progress through each behaviour band or the sustaining of excellent behaviour

The SENCO maps provision for each class and tracks costs of these provisions. Decisions are made as to whether specific interventions are proving to be effective in terms of impact, time spent on them and the finance used in providing them. Each year we review the needs of the cohort and if necessary make changes to our provision.

Adaptions to the Environment

George Grenville Academy is committed to inclusive mainstream education and equal opportunities for all.

- All academic, sporting and play areas are of an adequate size and layout to allow access for all pupils. They are all on ground level except four temporary classrooms which have a ramp to the door.
- The main buildings are accessible for wheelchair users and ramps are in place to allow access to areas where there would have been a raised curb or steps.
- The main academy building and Year 6 building has a toilet adapted for disabled users.
- Personal Emergency Evacuation Plans (PEEP) are in place for every child with a physical disability to identify exit routes from every classroom they access, in the event of a fire.
- Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

Transition Arrangements

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from the nursery- as smooth as possible.

We work closely with pre-school settings prior to children joining the academy. This involves additional visits to the child in their current setting or at home as well as planning for the child to spend time with us. Parents are also given the opportunity to meet with the teacher to ensure they are happy with all that is in place. Sometimes it is appropriate to allocate a key worker.

We have strong links with the local Secondary Schools and provide a detailed transition programme to support our Year 6 pupils with SEND. The SENCO will meet with the Secondary SENCO's and other key staff to share data and information. In addition, the Secondary SENCO will be invited to attend the Year 6 Annual Review or other end of year review meetings. Alongside this individual transition approach there will be an inclusive approach to whole class and group work transition. As well as identifying children that require the 627 secondary transition programme.

Training and development

Training needs are identified in response to the needs of pupils currently on the SEND register. Academy staff have specific training and expertise in speech and language, Occupational Therapy, English and Maths interventions and supporting children with visual and hearing impairment, Down Syndrome, Dyslexia and ASD.

The SENCO attends network meetings to share good practice with colleagues in the George Grenville Education Trust and keep up to date with SEND developments.

Storing and Managing Information

Pupil records and SEN information may be shared with staff working closely with SEN pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil SEN files are kept in a locked filing cabinet. Individual SEN files are transferred to receiving schools when pupils leave George Grenville Academy

Reviewing the SEND Policy

The SEND policy is reviewed annually by the governing body.
Date of next review: September 2019.

Complaints

We urge parents/carers with any concerns regarding the SEN policy or the provision made for their child at George Grenville Academy to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the Headteacher. If concerns are still unresolved parents may wish to use the Buckinghamshire Information, Advice and Support Service for Special Educational Needs and Disability (formerly Parent Partnership) or engage with the academy complaints procedures.

How the policy was put together

This policy has been created in consultation with stakeholders, including the SEN Governor, staff, representative parents and pupils with SEND. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (January 2015).

Access to this policy

You can get a copy of our policy in a number of ways:

- The academy website, follow the link: *About Our Academy* to the SEN section and then to Policies
- A hard copy on request at the academy office

Please let us know if you need this policy to be made available to you in a different format, for example enlarged font or a language other than English.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (January 2015) and has been written with reference to the following related guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013

Academy SEN Information Report (July 2016)

The National Curriculum in England Key Stage 1/2 framework document (Last updated July 2014)

Safeguarding Policy (January 2017)

Accessibility Plan (September 2015)

Teachers Standards (Updated June 2013)

Complaints Policy (April 2016)

Children and Families Act (September 2014)

Appendix 1: Key Documentation

The following documents have informed this guidance which parents may find helpful:

Special educational needs and disability code of practice: 0-25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special educational needs and disability: a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Keeping children safe in education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

Buckinghamshire Family Information Services

<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page?familychannel=5#>

APPENDIX 2: Related Academy Policies/Documents

Please visit <http://www.bourtonmeadow.co.uk/policies> for the following policies:

Accessibility Plan
Child Health Policy
Anti-Bullying Policy
Behaviour Policy
Complaints Procedure
Equality Policy
Academy Information Report
Curriculum policies
Child Protection Policy
Attendance and Absence Policy
Admissions Policy