



Leighfield

Leighfield Academy

Special Educational Needs and
Disabilities Policy

Adopted by the Governing Body on 6th December 2016

Definition of Special Education Needs and Disabilities:

A child or young person has special educational needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them.

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 children the same age, or*
- *has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions*

A person has a disability if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

(Special Educational Needs Code of Practice, DfES, 2014, updated January 2015)

Special Educational Needs encompass a broad spectrum, including learning difficulties, health and medical problems, physical difficulties and emotional and behavioural difficulties. Where there is concern about a child's learning being affected by any of the above observations, assessments of need will be carried out and discussions with parents/carers arranged.

This SEND policy details how Leighfield Academy will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them. The school will endeavour to ensure that teachers are able to identify and provide for those pupils who have special educational needs. Children with special education needs will have full curriculum access and entitlement alongside their peers, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

The Special Education Needs and Disabilities Policy for Leighfield Academy is written in line with the Code of Practise for Special Educational Needs (DfES, 2014). As a

school we aim to provide a broad and balanced curriculum for all our pupils including those with Special Educational Needs and are committed to ensuring that all children reach their full potential.

The admission of a child to Leighfield Academy is carried out in accordance with the SEN Code of Practice, 2014 and the School Admissions Code, obtainable from Rutland County Council website. As an academy, the admissions authority is the governing body. Further information regarding admissions can be found in our Admissions Policy.

Partnership with parents

Creating positive partnerships with parents plays a key role in enabling children with SEND to achieve their potential. Leighfield recognises that parents and carers hold a wealth of knowledge and experience regarding their child which can prove invaluable when planning how best to support them. All parents of children with special educational needs of any kind will be and encouraged to play an active and valued role in their child's education in partnership with the school. The involvement of parents is encouraged at every step of a pupil's education.

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. We recognise that all children have the right to be involved in making decisions and exercising choice (SEN Code of Practice) and therefore encourage children to play an active part in their learning. They will be included in the decision-making processes and contribute to the assessment of their needs.

Identification, Assessment and Provision

At the heart of the work of every primary school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress at the expected rate of a child their age. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs and therefore may require additional support.

At Leighfield, we aim to identify pupils with Special Educational Needs as early as possible. Identification may follow the concern of a teacher in the Reception class, or within Key Stage 1 or Key Stage 2. We have a thorough induction system for children when they start in Reception and liaise closely with the feeding nurseries and

playgroups. If a child were to transfer to another school, all records and relevant background information would be passed onto the receiving school on transfer.

At Leighfield Academy we have a Special Educational Needs Co-ordinator (SENCo), who co-ordinates the provision for children with special educational needs. The provision is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENCo and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

All children are regularly assessed. If a child is making less than expected progress, targeted interventions will be put in to place. If progress continues to be slow a record of concern can be completed in consultation with the SENCo. It may be that no further action needs to be taken but the record of concern will remain with the SENCo should any future issues arise.

In other instances it may be that further action needs to be taken and the child will need to be placed on the SEN register.

SEND can be categorised under four broad areas of need:

Communication and interaction

Cognition and learning

Social, emotional and mental health difficulties

Sensory and/or physical needs

There are two levels of identification for children with SEN as detailed below:

SEND Support

Trigger:

- Concern of teacher or others, underpinned by evidence, about a child who, **despite receiving differentiated learning opportunities**, makes little or no progress, shows signs of difficulty developing literacy or mathematics skills, presents persistent emotional or behavioural difficulties, has sensory or physical problems or has communication/interaction difficulties.

Nature of intervention:

- Special Educational Needs Co-ordinator (SENCo) informed of concerns
- Liaison with parents

- Liaison with any outside professionals already involved with the child (with parental agreement)
- Further assessment co-ordinated by the SENCo
- An APDaR (Assess, Plan, Do & Review) will be written and delivered by class teacher

Action may involve deployment of extra staff such as Teaching Assistants, special equipment, different learning materials, group or individual support provided by class teacher or another teacher in the Key Stage, specific advice from an external agency.

It is the class teacher's responsibility to differentiate work and ensure that the strategies identified in the APDaR are carried out and that appropriate use is made of support staff and resources. At that time, in consultation with parents, specialist support such as Speech & Language Therapists, Autism Outreach, School Nurse and Educational Psychologists may be sought.

Education, Health & Care (EHC) Plan

Trigger:

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs (Code of Practise, 2014)

Nature of intervention:

- A request from the head teacher to the LA for statutory assessment. If this is successful it will result in an EHC plan for the pupil.

The LEA will expect:

- Evidence that any strategy or programme has been continued for a reasonable period of time without success
- Evidence of alternatives being tried without success
- Documentary evidence of the pupil's Special Educational Needs i.e.:
 - Schools action through SEN Support
 - Tracking documents
 - Records of reviews
 - Medical history
 - Academic Progress

- Evidence of support and interventions to date
- Assessment or records of observations from any external agencies
- Views of parents and the child.

If the LEA does not issue an EHC plan as a result of this assessment then parents will be informed. Under these circumstances the LEA will expect the school to continue to provide any necessary support from within the school's own resources

If an EHC plan is issued:

The EHC plan will specify the pupil's needs, the objectives which the special educational provision should aim to meet, the level and nature of provision including equipment, staffing arrangements, and any necessary modifications to the curriculum.

The SENCo, class teacher and any external agencies will then draw up short-term targets, along with strategies to enable the child to make progress. The SENCo should co-ordinate the allocation of extra teaching or support that comes with the Statement.

Review Meetings

For children at all levels of intervention, reviews involving the parents, the class teacher and the SENCo will take place once each long term per academic year. For the Autumn and Spring terms this usually happens around the time of parental consultation meetings. The Summer term review meeting will be arranged towards the end of the academic year. These meetings will provide an opportunity to talk about previous targets, set new targets and decide whether there needs to be any further changes to the child's current level of provision moving forward. We aim to have the child's next class teacher involved in this meeting.

For children with an EHC plan, there will also be a formal 'Annual Review' meeting once a year. At this meeting the parents, teachers, SENCo and external agencies will consider the progress of the pupil over the past twelve months and whether any amendments to the EHC plan need to be made.

Health Issues

In some cases an Individual Care Plan (rather than an APDaR) may be drawn up. The Care Plan will detail any necessary action to be taken, and by whom, where teaching support or extra help is not required.

Behaviour

In situations where the behaviour of a child is significantly affecting his/her own learning or that of others in the class, an APDaR with behavioural targets will be drawn up.

The role of the Special Needs Coordinator (SENCo)

The SENCo at Leighfield is Mrs Donnaloia. Her responsibilities include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- managing learning support assistants
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.
- Providing SEN reports to Governors

Organisation and Support

Every effort is made to integrate pupils with Special Educational Needs with their peers while at the same time meeting individual needs. The structures for support that are in place are:

- Individual and group interventions to raise standards in English and Maths from class teachers and teaching assistants
- Classroom support to increase curriculum access and pupil achievement
- Differentiated provision within a mixed ability setting
- Clear guidelines on behaviour including a home/school agreement

Transition

Liaison meetings take place between the SENCo at Leighfield & the SENCo at Uppingham Community College (UCC) as appropriate. The SENCo from UCC is invited to Yr6 review meetings if deemed necessary. To support the transition process, additional visits to UCC can be arranged for children who this may benefit. For children transferring to other schools, similar arrangements are made.

In-Service Training

Governors are committed to supporting the professional development of staff in SEN matters.

Integration

The governors will ensure that a pupil with Special Educational Needs joins in the activities of the school so far as is reasonably practical.

Governors

The named governor for SEND is Mr. Alex Boyd-Williams

Evaluation of Provision

The governing body will do its best to ensure that the necessary provision is made for any pupil who has Special Educational Needs.

A written report will be compiled three times a year for the Governors by the SENCo.

Financial issues are also monitored by the Governing Body.

Funding

Funds are allocated from our school budget for the purposes of meeting the needs of pupils with Special Educational Needs. The LA supplements this amount for provision for specific pupils who have an EHC plan. A percentage of the school's budget allocation is earmarked for supportive resources to be managed by the SENCo.

The Local Offer

Local authorities **must** publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.

(Code of Practise, 2014)

For Leighfield Academy, the Local Offer is available on the Rutland County Council website:

<http://ris.rutland.gov.uk/kb5/rutland/directory/localoffer.page?localofferchannel=0>

Dec 2016