



"Inspiring a love of lifelong learning"

Special Educational Needs and Disabilities Policy

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Learning at Charville is underpinned by our Core Values

Respect

Independence

Self-belief

Honesty

Caring

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1. Scope

This Special Educational Needs and Disability policy applies to all relevant children in the Academy, and is an overarching document which sets out how we seek to remove the barriers to learning and participation for children with additional educational needs.

2. Aim

- To remove the barriers to learning
- To enable pupils to achieve their best
- To enable pupils to become independent and resilient learners.

3. Our Commitment

Charville Academy is committed to ensuring all children with additional educational needs have the right to make progress and develop their potential through Quality First Teaching. In order to do this it is paramount that we identify any barriers to learning early and address them appropriately e.g. through research, specialist advice and assessments. We want all children to succeed and leave Charville Academy with the key skills necessary to have a positive future, having developed the self-confidence and self-belief that they can achieve.

4. Areas of Special Educational Needs

Under the SEN Code of Practice 2014 special educational needs and provision are considered as falling under four broad areas. These are:

- Communication and interaction;
- Cognition and learning;
- Social, mental and emotional health;
- Sensory and/or physical.

At Charville Academy we identify children within these categories and provide the necessary provision in order for them to achieve to develop their potential.

5. Disability Equality

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The general duty to promote disability equality requires us to have due regard to the need to:

- Promote equality of opportunity between disabled people and other people
- Eliminate unlawful discrimination
- Eliminate disability related harassment
- Promote positive attitudes towards disabled people

- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

6. Accessibility

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

- Make improvements to the physical environment of the school to increase access
- Increase access to the curriculum
- Make written information available to pupils in a range of different ways.

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

Under our specific duty we will:

- Prepare and publish an Equality Scheme which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them
- Review and revise this Scheme every three years.

7. Learning and Teaching

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress, teachers, SENCOs (Special Educational Needs Coordinators) and parents should collaborate on planning support and teaching strategies for individual pupils.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for quality first teaching. The majority of pupils will make progress through such teaching. At Charville Academy we regularly and carefully review the quality of teaching for pupils at risk of underachievement.

We gather information every year to help us identify what training is necessary for all staff in school. This will depend on the range of special educational needs pupils we have to provide for. All school based staff are encouraged to undertake the training they need to help them develop their knowledge and skills in relevant areas of special educational needs.

This training is provided in the following ways:

- In- house training
- Mentoring
- Observation of practise
- Visits to/links with/shared training with other schools
- Externally provided training events

- Participation in accredited programmes
- Training and support sought from external agencies e.g. Inclusion Advisors and the Behaviour Support Team

8. Identification and Assessment of Special Educational Needs

The identification of SEND should be built into the overall and continuous approach to monitoring the progress and development of all pupils.

Class teachers, supported by the senior leadership team, will make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point, appropriate support will be identified.

If teachers suspect a child has special educational needs they will informally collect evidence including the views of pupils and parents/carers and then meet with the SENCO.

The class teacher and SENCO will work together to liaise with the parents and assess whether the child has significant learning difficulties. Where this is the case appropriate support will be put in place. Once a potential special educational need is identified the graduated assessment process will be put in place through the Assess, Plan, Do, Review (APDR) cycle. These actions form part of a graduated approach through which support, targets and actions are revisited, refined and revised with the growing understanding of the pupils needs and of what supports the pupil to make good progress.

If, once this is in place, the pupil continues to make inadequate progress the SENCO will advise and seek the support of other agencies. This could lead to the need for assessment for an Education, Health and Care Plan.

8.1 Referral for an Education, Health and Care Assessment

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process/Education, Health and Care assessment, which is usually requested by the school but can be requested by a parent/carer. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing the need, planning provision and identifying resources and support is required.

The decision to make a request for an Education, Health and Care assessment will be discussed fully with both the parents and professionals working with the child.

The request for an Education, Health and Care assessment combines information from a range of sources including:

- Parents/Carers

- Teachers
- SENCO
- Social Care
- Health professionals including SALT and OT

Information will be gathered relating to the current provisions in place, actions that have been taken and preliminary outcomes of targets set. Requests for assessment are submitted to the local authority where a panel of people from education, health and social care review the paperwork and decide about eligibility for an EHC plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC plan.

8.2 Education, Health and Care Plans (EHC plan)

If, following assessment for an Education, Health and Care plan, the local authority agrees that the child's needs are not being met by the support that is ordinarily available a draft Education, Health and Care Plan will be issued. The school and the parents will be involved in developing the plan to ensure it reflects and meets the needs of the pupil.

The school can inform the Local Authority if they are unable to meet the needs of a child based on the content of Education, Health and Care plan (EHCP).

Parents have the right to appeal against the content of the EHC plan. They may also appeal against the school named in the plan if it differs from their preferred choice.

Once the EHCP has been finalised it will be kept as part of the pupils' formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provisions in place for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Role of the SENCO

- Overseeing the day-to-day operation of the school's SEND policy
- Maintain up to date lists of those pupils with SEND
- Coordinating provision for pupils with SEND
- Liaising with, advising and contributing to the in-service training of fellow teachers and other staff
- Liaising with the relevant designated teachers who have SEND pupils, including additional adults involved with Looked After Pupils with SEND
- Advising on a graduate approach to providing additional SEND support
- Ensuring that the records of all children with SEND are kept up-to-date
- Liaising with parents of children with SEND
- Liaising with early years providers and other schools to ensure a smooth transition
- Liaising with professionals involved in supporting a child such as educational psychologist, speech and language therapists, health and social care

- Being a point of contact for external agencies, especially the local authority and local authority support services
- Ensuring with the Head Teacher and school governors that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustment and access arrangements.

10. The People We Work With

10.1 Parents

We believe that working with parents as partners is vital in helping pupils with SEND get the most out of their education. At Charville Academy we:

- Review provision with parents
- Set targets with parents
- Involve parents in APDR meetings
- Organise workshops to support parents
- Provide parents with information regarding support from external services such as parent partnership and voluntary organisations
- Welcome the opinions and views of our parents for the benefit of their child's education
- Encourage parents to share information about their child.

10.2 Pupils

It is important to listen to and act upon what pupils say about their needs and the help they feel would benefit them. In school we:

- Set SMART targets based on assessment for learning
- Ensure children are aware of their targets and involved in regular reviews
- Involve pupils in their APDR meeting
- Listen to what children need through school council, support TA's and teachers
- Encourage the children to value each other through Values Based Education
- Encourage all children to participate in extra-curricular activities.

10.3 Governing Body

It is important to listen to and share information with Governors. In school we:

- Have an SEND governor
- Share progress of SEND pupils through regular data updates
- The SENCO liaises with the SEND governor to share current practice and policy.

11. Related Policies

- Single Equality Scheme
- Accessibility Policy and Plan
- Inclusion Policy
- First Aid Policy