



Summerhill Academy

SEN POLICY

Issued July 2015

Signed by:

Executive Principal of Cabot Learning Federation (CLF)

Principal of Summerhill Academy

Chair of Summerhill Academy Council

Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 September 2014 3.65 and has been written with reference to the following Guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0 – 25 September 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The policy has been written by the Cabot Learning Federation Primary SENCOs with an emphasis on recent SEN reform. In liaison with the SEN Governor and Senior Leadership Team the policy has been adapted to meet the needs of each setting. In addition each Academy has provided opportunities for stakeholders to collaborate in its co-production.

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1. SENCO details

SENCO: Triff Rees Tel: 0117 9030347

Post Graduate Qualifications:

Master's in Education: Raising Achievement in City schools (MA:RAICS)

Specific Learning Difficulties Teacher and Assessor (SpLD - dyslexia) ATS and AMBDA

Triff Rees is also Assistant principal and a member of the school's Senior Leadership Team (SLT)

2. Vision

Summerhill Academy is an inclusive school where everyone is made to feel welcome. Our Academy vision sets out to ensure that all students ENJOY high quality LEARNING experiences through which they are able to ACHIEVE their full potential. Our inclusive ethos aims to encourage all pupils to be actively involved in their own learning. This involves valuing all pupils and staff equally and reducing barriers to learning and participation.

This policy has been developed with contributions from children, families, staff and our academy council. It reflects the guidance in the Special Educational Needs and Disability Code of Practice 0 to 25 years (September 2014).

3. Aims

All children are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives
- Set the foundations for a successful transition into adulthood, whether into employment, further or higher education or training

At Summerhill Academy we aim to improve outcomes through high aspirations and expectations for children with SEN. Our school provides a focus on **outcomes** for children and young people rather than merely hours of provision or support.

Objectives

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provide in the SEND Code of Practice, 2014
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator(SENCO) who will work with the SEN Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils

4. Identifying Special Educational Needs

In the new guidance, ‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age’. The broad areas of need (page 98 of the guidance) are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action school needs to take, not to fit a pupil into a category.

In our Academy we identify the needs of pupils by considering the needs of the whole child which will include other aspects not just the special educational needs of

the child or young person. Other factors may impact on progress and attainment such as:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

In the recent guidance identifying behaviour as a need is no longer an acceptable way of describing SEN. Any concerns relating to a child’s behaviour should be described as an underlying response to a specific or range of needs. In school we will be able to recognise and identify this clearly as we will know the child well.

5. A Graduated Approach to SEN Support

The new Code of Practice for SEN clearly states that *‘teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.*

Quality First Teaching delivered by class teachers includes differentiation, target setting and personalised learning. This involves a range and variety of strategies and resources to enable full access to the curriculum for all children. Class teachers have a range of inclusive strategies to meet the needs of different types of learner. They will support the learning of children who are at different levels of ability and who work at different rates. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. The Senior Leadership Team regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and where necessary, improving teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

If there are further concerns for a child the class teacher will apply the ASSESS-PLAN-DO-REVIEW cycle which involves:

- Collecting further evidence of the child’s needs including any formative data or support agency advice.

- Observations of learning used to identify learning strengths with a focus on what the child **can** do.
- Meeting with parents to discuss their views and how they are able to support
- Ascertaining the views of the child
- Seeking the support of the SENCO as necessary
- Planning and setting targets and regularly keeping parents informed of progress
- Reviewing the plan with parents and setting new targets if progress has been made in line with expectations

If, after a period of 'early action' and where pupils have not made adequate progress the class teacher with the SENCO will consider if further or continued support is required. If this is the case, the child will now be identified as receiving **SEN Support**, the single category of SEN. Parents are informed of this in writing and informed that their child will be recorded on our school tracking system as receiving SEN Support and also the category of need.

6. Managing pupils' needs on the SEN register

If progress is still not as expected, despite a suitable period of appropriate and effective support and intervention, then further specialist advice may be sought eg our Educational Psychologist. The impact of this advice will be monitored and reviewed. We have access to a range of specialist services and expertise including:

- Our team of experienced and caring Teaching Assistants who are supported through a range of specialised support services eg Physiotherapy, Speech and Language, Behaviour, Educational Psychologist, Sensory Impairment and Health.
- Four licensed Thrive Practitioners who carry out THRIVE assessments with the class teacher to produce an action plan for individual children. There are two further THRIVE keyworkers who are training to be THRIVE Practitioners. There is further support from a CLF THRIVE trainer.
- Key staff who are trained to support specific health care needs eg epilepsy, severe allergies.
- Access to a range of Universal (eg school nurse, speech and language therapy, CAMHS) and specialist (eg Educational Psychology, ASD outreach team, Behaviour) support services who can provide specialised assessments.
- A Parent Support Worker who has expertise in Play Therapy and Family Support.
- A Specialist Dyslexia Teacher and Assessor.

If expected progress is not evident, despite 'relevant and purposeful action', then we will consider requesting an Education, Health and Care assessment. This may lead to an Education, Health and Care Plan (this replaces the current Statement of SEN); this process will take 20 weeks. Once an EHCP is in place it will be reviewed annually.

Parents will be involved throughout all processes involving their child and will be invited to meetings with the class teacher, specialist support staff and SENCO as appropriate. Pupils are involved in target setting and their views sought. An open door policy allows parents to speak to staff regularly and more formal meetings are held twice a year to monitor overall progress.

7. Criteria for exiting the SEN register

The role of the class teacher is fundamental to the planning and delivery of any additional needs. Learning is personalised by the class teacher and individual provision maps are written in collaboration with the SENCO for children who require them.

Regular meetings are held between the class teacher and parents to share progress; the SENCO may be involved in these meetings. Progress meetings with staff are held three times a year and progress is monitored at least termly. Where further specialist advice is required, the SENCO will contact an appropriate professional and parents will be invited to meet with them to plan and set targets for their child.

If your child has specific needs which require staff training, this will be arranged and specialists will be involved where necessary.

Progress of SEN Support pupils is monitored and discussed with parents. When children have made progress in line with their peers and are at age related expectations we will consider taking them off SEN Support. The performance of these children will continue to be monitored to ensure progress has been sustained.

8. Supporting pupils and families

Schools have a statutory requirement to provide a SEN Information Report and this can be found on our school website using the following link:

<http://summerhillacademy.org.uk/sen-information/> . A copy of Bristol's Local Offer can be found at www.findabilitybristol.org.uk. This is a jointly co-produced and dedicated website for disability services.

The Academy's team of Teaching Assistants are supported through a range of specialised support services eg Physiotherapy, Speech and Language, Behaviour,

Educational Psychologist, Sensory Impairment and Health. There are two licensed Thrive Practitioners who carry out THRIVE assessments with the class teacher to produce an action plan for individual children. There are two further THRIVE keyworkers who are training to be THRIVE Practitioners. There is further support from a CLF THRIVE trainer.

Staff have been trained in the Administration of Medicines and key staff are trained to support specific health care needs eg epilepsy, diabetes. The Academy has access to a range of Universal (eg school nurse, speech and language therapy) and specialist (eg Educational Psychology, ASD outreach team, Behaviour) support services.

There is a Parent Support Worker who has expertise in Play Therapy and Family Support. The Academy has a Specialist Dyslexia Teacher and Assessor.

Our intake of pupils into each year group is 90. Bristol City Council allocates our school places and more information regarding primary school admissions can be found at: <http://www.bristol.gov.uk/page/children-and-young-people/primary-admissions> .

The new Code of Practice covers young people from 0 – 25 years and it is our responsibility to ensure safe and successful transition from one setting to the next. Most children starting Summerhill Academy in Year 3 transfer from Summerhill Infants School. During the Summer term in Year 2 they will meet their new teacher and have a tour of their new school. Academy staff will meet with infant teachers to discuss the needs of their new class. There will be a Year 2 information evening when parents will have the opportunity to meet their child's new class teacher and discuss individual needs. Parents can make an appointment to meet with the SENCO to discuss individual needs .

For children transferring within the school year parents/ carers and child will be invited to visit the school for a guided tour. This will be an opportunity to discuss any SEND concerns. Information from the previous school is referred to as soon as possible.

For children moving on to Secondary school, there will be opportunities to visit their new school and parents will be invited to a 'Welcome Evening'. The SENCOs from both the primary and secondary schools will liaise and if the child has SEND, additional meetings will be arranged. The SENCO from the secondary school will be invited to a transition meeting to prepare the pupil for secondary school. If a child has particularly high needs a transition package will be put in place and will be personalised to meet individual requirements.

Some children may find transition between year groups a challenge and extra support will be provided. All SEND information is passed onto the following class

teacher and shared with settings your child transfers to. Parents will be fully involved in the transition process and invited to make contributions.

9. Supporting pupils at school with medical conditions

The Children and Families Act 2014 includes a duty for schools to support children with medical conditions. Where children have a disability, the requirements of the Equality Act 2010 will also apply. Where children have an identified special need, the SEN Code of Practice will also apply. All children have a right to access the full curriculum, adapted to their medical needs and to receive the on-going support, medicines or care that they require at school to help them manage their condition and keep them well.

The Academy recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils may have a Statement of SEN or Education, Health and Care Plan (EHCP) which brings together health and social care needs with their special educational provision. Refer to our policy: Supporting pupils at school with medical conditions for further information. (link)

10. Monitoring and evaluation of SEN

The Academy regularly monitors and evaluates the quality of provision offered to all pupils. SEN learning walks enable the SENCO and SLT to audit the quality of provision for children with additional needs in the classroom setting. All teachers use inclusive teaching strategies for example ensuring different coloured paper is available for dyslexic learners. The SENCO meets informally with class teachers to discuss the needs of individual children and to adapt provision as required. A more formal meeting is held to monitor progress of all pupils across a year group and identify further allocation of resources and training needs.

SMART (Specific, Measurable, Achievable, Realistic, Time related) targets are set for individual pupils and these are monitored and reviewed regularly. The quality of Teaching Assistants support is monitored through a rigorous process of performance management. As part of this process relevant training needs are identified.

It is the Academy's aim to involve parents in the co-production of this policy. Parent views are gathered and these will directly influence our policy for SEN children.

Evidence, as a result of monitoring is used to inform best practice; a strategic plan for SEN is developed through a cycle of provision planning, implementation and

review. Through robust evaluation and monitoring arrangements the Academy is able to promote an active process of continual review and improvement of provision for all pupils.

SEN provision and support for vulnerable learners is a focus of every academy council meeting. An annual SEN report is shared with the Academy Council who monitors and evaluates the progress of SEN across the academy.

11. Funding of SEN support

Schools receive funding for all children including those with Special Educational Needs and Disabilities and additional needs are met from this, including equipment. Funding allocated to schools enables early intervention and appropriate provision for all pupils with SEN. Most children will have their needs met from the core education budget which includes additional support for pupils with higher levels of need up to a notional amount of £10,000.

If review of pupil's progress and evaluation of provision made shows that further, additional support is needed the Academy may consider applying for further funding directly from the local authority.

Through the process of school based reviews, the Academy will provide evidence to show that the provision made through the school based funding will have been evaluated, pupil progress monitored and impact demonstrated. The evidence will indicate the additional provision which may be required for these pupils in order to access a broad and balanced curriculum. In these very limited circumstances, the Academy may apply for High Needs Band Funding, in order to provide the additional support required. Where the local authority agrees, the cost is provided from funding held by the local authority in their high needs block. This funding is provided by the local authority for an individual pupil who has a high level of needs and the Academy will use this funding to make provision for that individual pupil.

12. Training and resources

In order to maintain and develop the quality of teaching and provision in response to the strengths and needs of all pupils, Academy staff undertake regular and appropriate training and development.

Teaching Assistants have regular training in speech and language therapy provision, Autism Spectrum Disorder, Down syndrome, ADHD and attachment disorder. This is provided and updated depending on the needs of the child with whom they are working.

Staff who have children with specific SEN will access training towards the beginning of the academic year where possible eg ASD support strategies. The Academy uses a whole school THRIVE approach and all staff have received relevant training. Staff training regarding behaviour strategies occurs regularly to ensure consistency in approach. Both the SENCO and Family Support Worker have attended recent Child Protection Training.

All teachers and support staff undertake induction when first in post at our Academy and this includes a meeting with the SENCO to explain the procedures in place around the school's SEN provision and to discuss the needs of individual pupils. The Academy's SENCO regularly attends the CLF SENCO network meetings in order to keep up to date with local and national updates in SEN.

13. Roles and responsibilities

Triff Rees, SENCO, Assistant Principal is:

- The Designated Teacher for LAC Tryphena.Rees@sa.cabot.ac.uk 0117 9033047
- Member of staff responsible for managing Pupil Premium Grant funding
- Member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils
- Line Manager for all Teaching Assistants

Louise Dunbar is our Parent Support Worker with specific Safeguarding responsibility Louise.Dunbar@sa.cabot.ac.uk 0117 9033047

The SENCO updates information about pupils on SEN register twice a year when whole school pupil data is discussed and in line with the School Census.

The SEN link Governor liaises with the SENCO to monitor the Academy's work for children with SEN; supports the SENCO in monitoring appropriate staffing and funding arrangements and in deciding the general policy and approach to meeting children's SEN.

14. Storing and managing information

All SEN paperwork is kept in a locked filing cabinet. Relevant SEN information is forwarded to the pupil's next school. The Academy does not keep any copies. Information at the Academy is stored in line with CLF policies on Management of Information and Freedom of Information.

All staff are aware of sharing information on a 'need to know' basis. Class teachers have the most recent and relevant documents stored in their classrooms. Any

sensitive information is stored in locked filing cabinets in the Safeguarding Lead/ Head teacher's office.

Medical care plans are available for relevant pupils in their classroom and in the school office in case of emergency.

The following policies are all in the process of being reviewed at CLF board level: Policy on Information Management; Data Protection Policy; Freedom of Information Policy; Information Security Policy.

15. Reviewing the policy

The Academy's SEN policy will be reviewed annually in line with the SEND Code of Practice and shared with the school governors, all school staff and placed on the school web site.

16. Accessibility

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.

The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability. The Academy works with parents and children to prevent treating any individual 'less favourably' and is committed to improving access progressively over time. (link)

All pupils have access to school trips and visits around the local area; where necessary reasonable adjustments will be made. Visits are chosen that are accessible to all and parents/ carers are invited to join their child's class.

Year 6 take part in a residential visit and all pupils are encouraged to attend. Parents are invited to discuss individual needs and access requirements with a member of staff.

In addition interpreters are regularly used and we have a Polish speaking Teaching Assistant who is also fluent in other Eastern European languages.

17. Bullying

The Academy is committed to taking steps to ensure and mitigate the risk of bullying of vulnerable learners at our school. Our aim is to work together to stop bullying and create safe environments in which children and young people can live, grow, play and learn. Bullying and harassment is behaviour that makes someone feel intimidated or offended. Harassment is unlawful under the Equality Act 2010. The ethos at our Academy is aimed at reducing the incidence and impact of bullying of all individuals including those with SEND. For further information please refer to our anti-bullying policy. (link)

18. Dealing with complaints

If there are any complaints relating to the provision for pupils with SEN which have not been resolved these will be dealt with by the SENCO and then the Head teacher. If issues have not been resolved, the Associate Principal will arrange a meeting with the Executive Principal or Chair of the Academy Council. Refer to the school's Complaints Policy available on the school's website (link).