



## **POLICY TITLE: Special Educational Needs and Disability**

**STATUS Statutory**

**REVIEWED BY: John Locke Academy**

**DATE of REVIEW: September 2021**

### **The Elliot Foundation Academies Trust (TEFAT) Philosophy**

All members of TEFAT Academies are entitled to be valued equally and to enjoy respect as individuals. Our goal is the highest achievement of all kinds for all of our pupils. We aim to celebrate their successes and to foster their development as independent learners and responsible citizens, in partnership with families and the wider community.

### **DEFINITION OF SPECIAL EDUCATIONAL NEEDS (SEN)**

- A pupil is considered to have Special Educational Needs if he or she has defined learning difficulties. This may be because the child has a significantly greater difficulty in learning than the majority of children of the same age, or has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in academies within the area of the local education authority. This policy aims to address the needs of those pupils who have learning difficulties or who may have difficulty accessing the curriculum because of their special needs.

### **AIMS**

- To ensure the needs of all SEN pupils are met through a positive culture, good management and appropriate deployment of resources
- To ensure that all pupils with Special Educational Needs are enabled to reach their full potential, taking into account targets based on prior attainment and teacher assessment
- To ensure that all pupils are enabled to enjoy their time in the Academy
- To identify any pupil's SEN as early as possible in order to put in place appropriate interventions and resources
- To enable full participation alongside other pupils where practicable to the taught curriculum and the 'non-taught' curriculum

- To ensure that SEN pupils, where there may be a vulnerability, are kept safe at all times within the academy environment, and are enabled to integrate as fully as possible with the academy population and have equal opportunity in academy
- To correspond to all SEN requirements and provisions contained in the SEN Code of Practice 2014 (Children's and Families Act 2014)
- To ensure all working practice is kept in line with current local and national policies relating to SEN and Disability
- To work in partnership with parents, educational professionals and external agencies to enable 'best practice' to meet SEN
- To access and utilise all available resources, training opportunities and funding in order to provide up to date and appropriate resources

## ROLES AND RESPONSIBILITIES

### *SEN Governor*

The SEN Governor is the designated link with the Learning Support who will liaise with the SENCo and report policy to parents annually. Their role on behalf of the Local governing body is to monitor progress of SEN pupils and to monitor the budget on Special Educational Needs.

### *The Principal*

The Principal is responsible for pupils with SEN, keeping the Local governing body fully informed and working closely with the SENDCo and SLT link to coordinate provision.

### *Class teachers*

Class teachers are responsible for the progress and development of every pupil in their class. They work closely alongside teaching assistants and specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. Class teachers work closely with the SENDCo to review pupil progress and development and decide on any changes in provision. All teachers follow this SEN policy.

### *The SEND Co-ordinator (SENDCo) at John Locke Academy is Mrs Choudhry*

The SENDCo is responsible for:

- Maintaining an overview of all children with SEN within the academy and for maintaining a list of children with SEN as a tool in tracking progress
- Carrying out detailed assessments and observations of pupils with specific learning difficulties
- Ensuring appropriate support is managed daily through the SEN team of Teaching Assistants (TA) and reviewing and updating the timetable

to facilitate appropriate support for all SEN pupils and making efficient use of the staff

- Reviewing all TAs annually through Appraisal and through regular meetings
- Contributing to staff training relating to SEN issues where needed
- Offering advice and support to class teachers across the Academy curriculum through active communication and lesson observation
- Communicating with parents of SEN pupils as and when appropriate and attending consultations with other parties
- Preparing and holding Annual Reviews for all pupils with a Statement and submitting reports to the LA following the Code of Practice
- Communicating with outside agencies where necessary and reporting progress against agreed targets to the Principal/line manager
- Monitoring IEPs
- Attending year group meetings to ensure full communication of SEN pupil needs
- Providing a full transition programme for new and leaving SEN pupils
- Other relevant areas as identified by the SLT and Principal
- Work with the Principal and SEN Governor to determine strategic development of the SEN policy and provision in school
- Ensure the school keeps records for all SEN pupils up to date.

#### *Teaching Assistants*

The Teaching Assistants provide 'in class' support across the curriculum to all children with special educational needs in all years. They will also provide individual support for pupils with specific needs, where appropriate and have input into a differentiated curriculum.

### **IDENTIFICATION AND ASSESSMENT OF SEN PUPILS**

- The academy will assess pupils as appropriate to determine their needs and the support required in line with current guidelines.
- The academy will support pupils and their needs when they join the academy with existing special educational needs.
- The academy will work with parents and outside agencies to support pupils with SEN.
- Pupils who achieve a below average performance score in the screen tests will be investigated further and individually tested in order to define areas of specific difficulty/delay and to discover how to best meet their needs. The data will be stored on a database on the staff area of the network and will be updated when pupils are tested.
- The SEN referral process can be initially triggered by Teacher, TA or parental concern directly to the SENDCo by letter, email or written communication.

- Parents and other professionals (external agencies) may also raise concerns via the SENDCo, which may also lead to identification of pupils with SEN. The SEN list will be updated to reflect these changes.
- Records of all SEN pupils will be formally recorded on an SEN database. This will be updated at the start of each new academic year to include the new cohort and to remove outgoing pupils, when new pupils start at the academy mid-year, and regularly updated as new information or data becomes available. It will be stored on the staff area of the academy network.
- The SENDCo, and if possible / appropriate, the relevant Key Stage leader, will oversee admissions involving any pupil with pre-defined SEN. The SENDCo will liaise with the parents and external agencies. TAs will play an active role in the transition of new pupils.
- We will follow the graduated approach and four-part cycle **of assess, plan, do, review**. The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs.

## OUR APPROACH TO TEACHING PUPILS WITH SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## EVALUATING THE EFFECTIVENESS OF SEN PROVISION

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals half-termly
- Reviewing the impact of interventions after 6 weeks
- Monitoring by the SENDCo
- Holding annual reviews for pupils with EHC plans

## ACADEMY REQUEST FOR A STATUTORY ASSESSMENT

If all the additional support and strategies employed by the academy result in a continued lack of progress or there is significant cause for concern, a



request for statutory assessment will be made by the academy to the LA (only with parental permission.)

Parents can ask the local authority for an assessment independently if they believe it is necessary.

## **ANNUAL REVIEW OF A STATEMENT OF SPECIAL NEEDS / EHC Plans**

Formal Annual Reviews for pupils with a Statement of Special Educational Needs are held at least within a twelve month period of any previous Review.

## **COMPLAINTS**

In the event of any complaint being made, the SENDCo should be contacted in the first instance; should the matter remain unresolved:

- The case will be passed to the Principal for further investigation and reported to the SEN Governor
- Formal complaint is made in writing to the Local governing body of the Academy

## **PARENTAL PARTNERSHIP**

TEFAT believes that close working partnerships with parents/carers of pupils with SEN is essential if the learning process is to be maximised. In keeping with the guidance contained in the Code of Practice, the Academy aims to ensure that parents/carers are fully involved and consulted over their child's progress and SEN provision, including the drawing up of individual IEPs, plans, where necessary.

## **MONITORING**

This policy will be reviewed annually by JLA

## **DATE OF NEXT REVIEW: Sept 2022**

## **APPENDIX**

### ***Strategies for Raising Achievement for pupils with SEN***

Each teacher has the responsibility to meet the needs of all the pupils in the academy in their curriculum areas. A wide variety of strategies are used to provide SEN support for pupils in various areas of the curriculum. The following interventions and methods currently exist in the Academy:

- Differentiation of input, tasks and outcomes

- In-class support
- Small group/individual intensive support sessions in literacy, numeracy and social skills/behaviour
- Mentoring - from teaching assistants
- Use of ICT facilities including software packages (e.g. Wordshark)
- Extra-curricular paired reading and handwriting sessions
- Extra-curricular homework sessions
- Support in examinations for specific pupils
- Speech and language support for identified pupils
- Additional support sessions for pupils
- Target setting (IEPs) and Pastoral Support Plans
- Anger management (on site)
- Medical support

## LIAISON WITH OUTSIDE AGENCIES

### *Links with other academies at secondary transfer stage*

In conjunction with all staff, the SENDCo will act as the link between primary and secondary transfer stage, for all pupils who have pre-defined SEN.

Where appropriate the Academy will maintain professional links with special academies, where mainstream pupil integration programmes are functioning between the two institutions.

Links with health, social and emotional welfare services and other voluntary Organisations.

Wherever possible, matters which are linked to pupil discipline and unsatisfactory behaviour should not automatically be assumed to have a link with SEN. There are, of course, instances where the two issues do meet. In such circumstances the SENDCo will attend relevant PSP meetings.

The Use of Specialist Teachers and other visiting SEN Support Staff e.g Educational Psychologists, Speech and Language therapists, Occupational Therapists.

It is the responsibility of the SENDCo to ensure that all mainstream staff are briefed (in advance, where possible) of the purpose and specific role of visiting colleagues, where appropriate.