



Tiverton Academy
Special Educational Needs and Disabilities
(SEND) Policy

September 2017

SENCO: Elizabeth Tennant

Governor with responsibility for SEN and Inclusion: Tanya Jeffers

For any queries contact the school on 0121 464 3125.

School beliefs and values

Here at Tiverton Academy we believe that every child is able to achieve their full potential with appropriate support to meet their individual needs. Every teacher is a teacher of every child, including those with SEND.

This policy was co-produced with families and pupils, and reflects the 2014 SEND Code of Practice 0-25 guidance.

Aims

We aim to:

- Raise achievement for all pupils, including those with SEND;
- Accelerate the rate of progress for all pupils, including those with SEND;
- Provide tailored support and interventions which enable and challenge children with SEND to meet their full potential;
- Secure positive academic, social and emotional outcomes for pupils with SEND.
- Promote an inclusive and supportive learning environment for all pupils, regardless of need.

Objectives

1. To identify and provide for pupils who have special educational needs and / or additional needs.
2. To work within the guidance provided in the SEND Code of Practice (2014).
3. To operate a “whole pupil, whole school” approach to the management and provision of support for SEN.
4. To have a Special Educational Needs Co-ordinator (SENCo) to oversee, co-ordinate and manage provision.
5. To provide support and advice for all staff working with pupils with special educational needs.
6. To remove barriers which impact on progress and achievement.

Identifying Special Educational Needs

Teachers are responsible for the progress and development of all children in their class, including pupils accessing support from teaching assistants or specialist staff. All children have an entitlement to quality first teaching which is appropriately adapted to meet their needs. The quality of teaching for all pupils is regularly reviewed. This includes reviewing and developing teachers' understanding of

strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

If a child is not making progress, or is making progress at a slower rate than expected, they may be identified as having a Special Educational Need.

- The teacher and SENCo will consider all information about the child;
- Concerns will be discussed with the pupil and family;
- Further assessments / observations may be carried out in school;
- Where necessary, and with parents' permission, further advice and assessments may be sought from external professionals.
- Where it is decided that a pupil does have SEN, the decision will be recorded in the school records and the pupil's parents will be formally informed that special educational provision is being made.
- A decision will be made about whether the school can meet the need from what is ordinarily available in the school, or whether additional provision is needed.
- Progress will be reviewed at least termly and adaptations or alterations made to the provision.

The SEND Code of Practice (2014) describes four broad areas of need (P.86 onwards):

Communication and interaction

Children may have difficulty communicating with others, saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children and young people with autism are likely to have particular difficulties with social interaction.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD).

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties which may impact on learning. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties. 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 and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. This includes children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI), who are likely to need specialist support to access education

Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their

Sometimes children's progress and / or attainment may be affected by issues that are not SEN. These include:

- Disability (schools are required to make "reasonable adjustments" for pupils with disabilities);
- Poor attendance and / or punctuality;
- Health and welfare, e.g. chronic health conditions such as sickle cell;
- Children learning English as an additional language;
- Children known to be more vulnerable to underachievement including children in receipt of Pupil Premium and Looked After Children.

A Graduated Response to SEN Support

The school uses the **Assess Plan Do Review** model detailed in the SEND Code of Practice (P.90).

- High quality teaching, differentiated for all pupils, is the first step in responding to pupils who have or may have a SEN. The quality of teaching is regularly reviewed through lesson observations and staff performance appraisals, and the impact on pupil progress reviewed each half term.
- Staff receive regular training on how to support children with high incidence SEN, as well as additional training to address the needs of specific groups or individual pupils within the school.
- Additional support or interventions may be put in place for children making slower than expected progress or who are underachieving before a SEN is formally identified.
- Children with SEN are identified as early as possible using the approach above.
- The school has access to a comprehensive range of external specialists who can offer additional support and advice, including health agencies and TESS support. We also employ an Attendance Welfare Consultant, who is a Family Support Worker, and a Music Therapist. Pupils and families are involved throughout the process.

Managing Pupils' Needs (SEN Support)

Provision for pupils with SEN (SEN Support) is carefully matched to group and individual needs, following progress review. This is recorded in a school provision map which is reviewed at least termly. There is an emphasis on flexibility and early response using the Individual Target Plans which are generated by the assessment process using the Language and Literacy Continuum for pupils with cognition and learning difficulties. The same assessment process is currently being developed for maths.

For pupils who may have a specific need (Speech, Language and Communication Needs, Dyslexia, Behavioural, Emotional and Social Difficulties and Autistic Spectrum), target plans are created using Target Ladders. All target plans follow the Assess, Plan, Do, Review process.

Progress of groups and individual pupils is tracked through termly pupil progress meetings and through termly intervention reviews. For children with a level of need requiring support above that ordinarily available, or children who have a statement of SEN or an Education and Health Care Plan, an individual target plan will record outcomes and next steps. This will be reviewed at least termly.

Each intervention has a clear timeframe (usually ten weeks). Baseline assessments are made at the start of any intervention, and pupils are reassessed at the end to measure the impact. A decision is then made to:

- Discontinue the intervention;
- Provide an alternative intervention;
- Provide a similar intervention.

It is the responsibility of the class teacher to provide evidence of progress. In addition, staff running additional interventions are expected to record outcomes throughout the programme, and provide a summary of progress at the end.

Tiverton Academy subscribes to Birmingham's local offer, which is a description of what is ordinarily available in local schools to support children with a range of SEN. The school receives funding to provide additional support from its delegated budget, which we can use to meet the needs of the majority of children with SEN.

For a minority of children, we may be unable to fully meet their needs through the provision ordinarily available in the school. This may be because:

- They need a higher level of support than we are able to provide, e.g. if they have severe difficulties with learning or need a high level of supervision;
- They need support from specialist professionals, e.g. if they have a hearing or visual impairment;
- They are not making sufficient progress despite high quality teaching and evidence of appropriate intervention and support over time.

Involving external agencies

Where the school considers that an external professional or agency should be involved, this will be discussed with the family. No referral will be made to any agency without the agreement of the family. Contents of referral forms and letters will be shared with parents prior to referral and a copy given to the family.

The school may request permission to refer to one or more of the following agencies:

Health – health visitor, school nurse, child development clinic, audiology, speech and language therapy, occupational therapy, physiotherapy, TESS, Music Therapist, Attendance Family Consultant.

Education – Educational Psychology team, Pupil and School Support Service, Communication and Autism Team.

Social Care – Children Young people and Families, FCAF team, Team around the Family (TAF).

Referral processes vary slightly between agencies. Some require the completion of a single referral form, while others need additional evidence or require the completion of a Family Common Assessment Form (fCAF).

Any advice received will be shared with the family and staff working with the child, and incorporated in the provision for that pupil. The impact will be measured through pupil progress meetings, through impact reports from the individual agencies and through discussions with families.

A small minority of children have needs that cannot be fully met from the school's available resources. In these cases the school or parent can make a request for additional funding from the local authority's high needs block funding via an Education and Health Care Plan. Requests must include:

- A detailed description of the child's strengths and difficulties;
- The impact the difficulties are having on their progress and achievement;
- What additional support has been provided in school, and what the impact has been;
- Which external professionals or agencies have been involved, and how their advice has been implemented;
- Views of the child and family;

- What additional support is necessary and how this will impact on the outcomes for the child.

Further information for parents wishing to request assessment for an Education and Health Care Plan for their child is available from the SENCo.

Criteria for Exiting SEN Register

Some children may need support as a result of a SEN throughout their school careers. Others may need support for a shorter period of time. Children may be removed from the school's SEN register if:

- Concerns about their progress or attainment are no longer present, e.g. if they have caught up with peers, or if they are making progress in line with or at a faster rate than their peers;
- Strategies put in place have sufficiently reduced or removed the barriers to learning, e.g. strategies to support dyslexic learners;
- There has been a change in the child's needs, e.g. their difficulties are no longer impacting significantly on their learning.

Supporting Pupils and Families

The school works closely with families and other agencies to ensure the child and family are supported.

The Birmingham local offer details what support and provision is ordinarily available in Birmingham schools for children with a range of SEN.

Further information about the school can be found in Tiverton Academy's SEN information report on the school website (required by Regulation 51, Part 3, section 69(3)(a) of the Children and Families Act).

Details of admission arrangements can be found in the directory of Birmingham schools. We operate an inclusive admissions policy, and no child will be automatically refused a place as the result of any SEN or disability.

Access Arrangements

Access arrangements for national standardised assessments tests (SATs) are arranged according to the needs of individual children. In year 2, access arrangements are made internally. In year 6 a number of access arrangements may apply, including additional breaks, time extensions and access to large print papers.

Access arrangements are the responsibility of the senior leader working in the appropriate phase, and are overseen by the Executive Principal and Head of School.

Transition

In order to ensure a smooth transition to each phase of education, we have a number of systems in place.

- From class to class – a handover meeting is held to share information about all pupils. Pupils move to their new classes during the Summer Term so that they are established in them before September. Additional visits for the pupil and receiving staff may be arranged if appropriate. Some children may also be given a Transition book with pictures of staff and their new classroom to look at over the summer.
- Additional arrangements are made for children transferring from Reception to Key Stage 1 and Key Stage 1 to Key Stage 2. This may include familiarisation activities with staff and older peers, and meetings to outline curriculum content and expectations.
- Most secondary schools have transition plans for year 6 pupils, including visiting pupils in primary school and opportunities to meet their new tutor and form at the receiving school. For some children, additional visits or Transition Booklets may be used. Where appropriate, secondary school staff will be invited to annual reviews of children in year 6 who have statements or EHC plans.
- Information relating to the SEND of pupils is passed to the new school where this is known. For pupils who leave the country, or who leave the school without a new school to go to, records will be kept for one year and then destroyed.

Bullying

We will not tolerate bullying of any child at Tiverton Academy and take steps to ensure that all children feel safe and secure at school. We have an incredibly inclusive ethos where everybody feels valued and accepted. We take any incidents of bullying extremely seriously and deal with them quickly.

All children with SEND are fully included in the life of the school, from lessons and assemblies to school trips and external events. Our pupils are taught that we all have strengths and areas where we need help, and they are encouraged to ask for and offer help when it is needed. We place a strong emphasis on personal challenge, and on celebrating success.

We want all our pupils, including those with SEND, to develop independence and resilience in their learning and in life. This means we use support flexibly, so that

children have opportunities to work independently with peers and to make mistakes, as well as being offered support when they need it.

We have a number of strategies and tools which we can employ to address the needs of particular groups or individuals, including pupils with speech and language difficulties, pupils with autism spectrum conditions (ASC) and pupils with emotional and behavioural needs. This includes teaching children how to stand up for themselves, and how to reduce the risk of being bullied, such as using social media safely.

PSHE programmes that we use to address these needs are PATHS, CEOP, No Outsiders, DOT.COM, Values Versus Violence and Loudmouth.

For further information see Bullying policy.

Supporting Pupils At School With Medical Conditions

The school 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 children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.

Arrangements for pupils with medical conditions are dependent on the individual needs of the child. The school liaises closely with the school nurse and other health professionals to ensure that medical care plans are up to date and medication is available in school. We have a number of staff who are trained First Aiders and staff will undertake additional medical training as required.

For further information, see Managing Medical Conditions policy.

Training and Resources

Provision for SEN is funded in several different ways. The school receives funding as part of its' delegated budget which is used to fund "ordinarily available" provision. This may include additional teaching or support staff, equipment or training for staff.

The school receives additional funding for children who have a statement of SEN or an EHC plan from the local authority where the child lives. Funding in these cases is attached to the particular child and must be spent in a way that supports them appropriately.

The school also receives Pupil Premium funding for looked after children, and children in receipt of free school meals. Some of these children also have SEN, so part of the Pupil Premium funding is used to enhance the provision the school is able

to offer. This includes additional adult support in class, the Attendance Welfare Consultant and Music Therapist.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are required to undertake training and development. Some training is generic, and addresses high incidence needs such as speech and language difficulties; other training is bespoke to meet the needs of individual members of staff and the children they are working with.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCO attends local SENCO network meetings on a termly basis in order to keep up to date with local and national updates in SEND, in addition to other events such as conferences and seminars. The school has strong links with Birmingham's SEN and specialist teams, and with other Elliott Foundation schools.

Monitoring and Evaluation of SEND

The school regularly and carefully monitors and evaluates the quality of provision offered to all pupils, including those with SEND. This is done in a variety of ways including lesson observations, pupil progress reviews, seeking views of parents, open school events and coffee mornings, and seeking views of pupils through school council and through annual reviews of pupils with a statement of SEN or an EHC Plan.

The SENCo regularly attends governors' meetings to update governors on SEN and inclusion. There is a named governor responsible for SEN and inclusion who visits the school regularly. (Tanya Jeffers)

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

Dealing With Complaints

Any concerns or complaints regarding children with SEND should be first raised with the class teacher or the member of staff involved. If this does not resolve the issue, please contact the SENCo or another member of the Senior Leadership Team.

For further information please see Complaints Policies and Procedures.

Roles and Responsibilities

The Inclusion Team consists of:

SENCO: Elizabeth Tennant, BTheol, PGCE, National Standard SENCo training, PGC Safeguarding Children and Young people (distinction)

Mrs Tennant is a member of the Senior Leadership Team and she is part of the school's Child Protection Team. Mrs Tennant is the designated teacher for Looked After Children.

Governor with responsibility for SEN and Inclusion: Tanya Jeffers

Ms Jeffers is the named governor for SEN and Inclusion.

Level 3 Teaching Assistant with responsibility for children learning English as an additional language: Gill Ashford

Mrs Ashford is responsible for supporting new arrivals to the school, particularly those who are new to English. She also works with children whose English is developing, with a focus on communication and literacy development.

Senior Learning Mentor: Sarah Mason

Ms Mason provides pastoral, emotional and social support to children who may need it. She also oversees attendance and works as part of the Child Protection Team.

Teaching Assistants

We have a team of teaching assistant who work in various capacities across the school supporting children.

TA for SEND: Jo Ward

Mrs Ward is attached to a class which has a high level of pupils with SEN in order to support their individual needs.

Accessibility Statutory Responsibilities

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

For further information see Accessibility Plan.

Storing and Managing Information

Records for children with SEND are stored and maintained by the SENCo. Paper information is stored in a locked cupboard, while electronic data is stored securely on the school system. Information is shared with staff working with children on a need to know basis. Class teachers and support staff are responsible for storing any documents shared in a secure place (See Clear Desk Policy)

Any transfer of records follows Birmingham City Council's transfer of records policy.

See school policy on Information Management / confidentiality policy for further details.

Reviewing The Policy

This policy was written in response to the new SEND Code of Practice 2014. It will be reviewed at least annually.

Appendices (On website tiverton.bham.sch.uk)

Tiverton Academy SEN Information Report

Accessibility Plan

School policies referred to in SEN policy

Birmingham Local Offer

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools, DfE, Feb 2013
- SEND Code of Practice 0 – 25, DfE, June 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