

Jerry Clay Academy



Special Educational Needs and Disability Policy.

September 2022

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Context

The policy is written at a time when nationally there is a drive, following the publication of the SEN Green Paper, to review and reform provision for Special Educational Needs and Disability (SEND) to improve the experience of children, young people and families in navigating the SEND system. Our policy reflects current legislation and reflects our constant improvements to provision for pupils with SEND in seeking to provide the best support and provision for our children with SEND.

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Ethos

Jerry Clay Academy aims to provide an inclusive curriculum that provides equality of opportunity and high achievement for all children regardless of age/ gender/ background/ disability. Our policy aims to enable pupils with SEND to reach their full potential and be fully included in their school community. We welcome all children, within our catchment area, no matter what their needs.

It is our policy to write and review separate SEN Plans including a child-led One Page Profiles (OPPs) only for children with low incidence, complex learning difficulties or disabilities, where a number of different agencies are involved. We do not use SEN plans for children with high-incidence needs. External research evidence and our own self-evaluation have shown us that these are not effective in raising standards for our pupils or promoting their wellbeing. Instead, these pupils are rigorously tracked by leaders, and expect, in accordance with government guidance, teachers to make specific reference to these pupils and how their learning will be supported in their short-term planning and target setting.

Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

This definition is taken from the indicative draft of the 2014 SEN Code of Practice.

The Equality Act 2010 definition of disability is:

“A person has a disability for the purposes of this Act if (s) 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.”

This SEND policy details how Jerry Clay Academy will make provision for pupils who have SEND and how these needs will be made known to all those who teach them, and their parents and carers. Wherever possible the school will use systems already in place for the tracking and support of all pupils as a whole school approach to achievement for all. The school will have regard to the current code of practice, the cluster SEND policy and will prepare to use new legislation and policy as soon as practically possible after its publication.

The schools will endeavour to work in partnership with parents/carers and share all information and plans, explaining the processes for supporting pupils with SEND both within school and from partner organisations. We recognise that parents/carers hold key information and have knowledge and experience which is vital to meeting a child’s need and finding the best ways to support them. We also acknowledge that parents/carers can find these processes bewildering, frustrating and complex and seek to navigate them together.

Children with Disabilities

Jerry Clay Academy is committed to developing every child’s potential irrespective of any disability they have. We recognise that every child has different needs and we aim to ensure an appropriate education. We welcome visits to the school from any prospective children and parents, and feel this is especially important for children with disabilities so we can plan to meet their needs.

At Jerry Clay Academy all areas of the school are accessible by wheelchair. A detailed accessibility plan is available from the school offices. We strive to ensure that all children have equal opportunities to access the full curriculum. It is the school’s policy to identify Special Educational Needs as early as possible in a child’s school career and mostly to cater for their needs within the class group. Physical and sensory needs are also monitored. The provision we make for children with disabilities are detailed in the SEND policy and we are happy to discuss the policy and children’s needs with parents.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

The academy understands the need for clear communication of pupil's need, both to parents and other agencies. The academy will endeavour to make sure that all information is shared in a concise, timely way and in a spirit of co-operation and partnership. To aid this the SENCo will keep accurate records for all pupils on the SEN register, will ensure that copies of all advice and reports are shared and explained to relevant parents, teachers and support staff and will provide such information as is needed by the cluster for strategic planning and funding decisions.

Working with the cluster

The school values the close ties and working relationship that have been forged by the cluster SENCo network and with the SEND working party and will follow the agreed cluster policy with regard to information sharing and funding.

The Role of the SENCo

The responsibilities of the SENCo include:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services including Local Authorities Child Educational Psychology and Support service, Health and Social Services and the cluster SENCo network.

- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Co-ordinating provision for children with SEN including selection and evaluation of interventions.
- Liaising with and advising fellow teachers' and support staff.
- Managing Learning Support Assistants
- Liaising with parents/carers of children who have SEND.
- Contributing to the in-service training of staff.
- Tracking the progress of pupil with SEND, analysing trend and reporting on this to SLT, Governors and Ofsted.
- Monitoring the quality of provisions made for children with SEND.
- Monitoring the quality and accuracy of SEN Plans and Learning Profiles/profiles.
- Maintaining an accurate register of pupils with SEND and sharing this information as necessary with the cluster.
- Maintaining accurate provision maps.
- Being an advocate for pupils with SEND and their families.
- Maintaining a bank of information and strategies for common Special Educational Needs.

The SEN trustee

The SEN trustee will:

- Help to raise awareness of SEN issues at trustee board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the trustee board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The headteacher

The headteacher will:

- Work with the SENCO and SEN trustee to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy

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 and we use recommendations from the EEF SEND in mainstream schools guidance report. This recommends using a repertoire of strategies flexibly in response to the needs of individual pupils.

- flexible grouping;
- cognitive and metacognitive strategies;
- explicit instruction;
- using technology to support pupils with SEND;
- scaffolding

We will also provide the following interventions:

- Reactive, short term teacher led interventions informed by formative and summative assessment
- Intensive phonics interventions including use of the Virtual Classroom, 1:1 tutoring and other targeted interventions.
- Singing intervention (EYFS / Y1)
- Third Space Learning- Maths tutoring

We may use additional assessment for maths, or Salford reading test for English. The purposes of this are:

- To give further information about a child.
- To identify possible gaps in their understanding
- To allow assessment of the effectiveness of interventions both for the individual child and for groups of pupils.
- To act as a benchmark from which to track progress

Adequate progress can be defined in a number of ways. It may be progress that:

- Closes the attainment gap between a child and their peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment baseline but much less than that of their peers (The 2010 progression guidance document will be used to establish this).

- › Demonstrates improvements in the child's behaviour.
- › Ensures full access to the curriculum.
- › Demonstrates improvement in self-help, social and personal skills.
- ›

Adaptations to the curriculum and learning environment

We involved pupils in the whole class teaching whenever possible and make adaptation to ensure all pupils' needs are met;

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 providing additional support or scaffolding, grouping, 1:1 work, teaching style, content of the lesson, etc.
- › Adapting our resources and staffing
- › Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- › Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

If necessary, the child will be assessed using the Catch Up Maths or Third Space learning assessment

Expertise and training of staff

Our SENCO and Assistant SENCO work together to provide expertise and support to staff.

Advice is provided to the whole teaching team of teachers and teaching assistant.

We liaise with the Learning Support team from Wakefield WISENDSS to seek advice and access relevant training.

We have a team of teaching assistants, including teaching assistants specialising in 1:1 support who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Makaton signing and Down syndrome training.

Evaluating the effectiveness of SEN provision

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

- › Reviewing pupils' individual progress towards their goals each term
- › Reviewing the impact of interventions each half term in learning conversations
- › Using pupil questionnaires
- › Monitoring by the SENCO
- › Using provision maps to measure progress
- › Tracking the progress of SEN pupils by the class teacher and SENCo
- › Holding annual reviews for pupils with EHC plans

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in all our events and enrichment activities including sports days, Creative Arts Shows, workshops and Outdoor Learning days.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The steps we take to prevent disabled pupils from being treated less favourably than other pupils can be viewed in our Accessibility Policy and Plan and our Equality, diversity and cohesion plan which are available on our website.

- We provide facilities where needed to ensure SEND pupils have the support where needed including changing facilities and a Sensory area.

Support for improving emotional and social development

Pupils with SEND are supported using our pastoral support arrangements and these are enhanced to ensure we listen to and are aware of the views of pupils with SEN and measures to prevent bullying.

Identification and Assessment

Pupils are assessed on entry using the EYFS baseline assessment. The School assesses both progress and attainment for all pupils termly through Learning Conversations. These meetings are used to discuss pupils who are not making expected progress or reaching expected attainment targets and considering the reasons for this. At this point a child may become part of a focus/target group to see if their progress or attainment can be improved. This follows the 'assess-plan-do-review' model, as identified in the 'target children entry and exit policy'. If, at any time after a sustained attempt, sufficient progress is not made teachers, the teacher may complete a Referral to school SENDCO form noting areas of concern and actions already taken to address these.

SENCO and parents/carers will be involved in the decision as to whether to identify a child as having a Special Educational Need or Disability (SEND) and place him or her on the register of Special Educational Needs. Children will only be placed on the register if it is felt they have a definable SEN or disability and not simply because they fail to make progress or at the lower end of the ability range (see definition of SEN above).

At this point children will:

- Have a SEN Plan or a Pastoral Support Plan (very occasionally both) outlining their strengths and needs and how these are best met by adults working with them. The SEN Plan will include a OPP (One Page Profile) to represent the child's voice. Children with the most complex needs may have an individual timetable.
- Receive support or interventions appropriate to their needs.

- May be referred to other professionals such as the Advisory Learning support teacher, Educational Psychologist, Child and Adolescent Mental Health Service (Camhs), NHS services and, social care for specialist advice. Consent for this will always be sort from parents/carers before referrals are made.

If there are sudden, dramatic changes in a child's needs outside of this termly framework, children may be identified as having SEND through discussion with parents, teachers and the SENCo.

Where children transfer into the school who have already been identified as having SEND the school will have due regard to the assessment and actions of the child's previous school. The school will seek to meet with parents and obtain appropriate records as promptly as possible. It is expected that in most cases this need would continue to be recognised.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- › The teacher's assessment and experience of the pupil
- › Their previous progress and attainment or behaviour
- › Other teachers' assessments, where relevant
- › The individual's development in comparison to their peers and national data
- › The views and experience of parents
- › The pupil's own views shown in the One Page Profile (OPP)
- › Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

Supporting pupils moving between phases

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

This information is identified and communicated to the new school's transition leader and SENO. Information is passed on in the form of the SEN Plan, My support plan or EHCP, via telephone conversations and CPOMS transfers. SEN children receive additional opportunity transition visits to the new setting when available.

Register of Special Educational Needs:

The register of SEN is split into two categories; children receiving school support and children who have an Education, Health and Care Plan.

Register of Special Educational Needs - 'School Support'

Once it has been established that a child has a Special Educational Need or Disability the child will be placed on the Schools SEND register at the 'school support' stage. Children may be removed from the register when no further support is needed. Parents and carers will be informed of these decisions. Based on their primary barrier to learning, children will be identified under one of the following categories of need: 'communication and interaction', 'cognition and learning' and 'physical and sensory'.

The triggers for putting a child on the SEN register will be: concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes:

- Little or no progress even when teaching is targeted in a child's identified area of weakness.
- Shows signs of difficulty in developing basic reading, writing and maths skills which result in poor attainment in other curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the schools behaviour management policies.
- Has sensory or physical problems and has difficulty making progress despite specialist equipment.
- Has communication and/or interaction difficulties.
- Has a medical need.

If the school feels further support or identification is needed, the class teacher and SENCo may decide to request support from an outside agency. The school currently works with a number of outside agencies whose services they have bought into; either as part of the cluster arrangements or as an individual school, as well as statutory and voluntary services. These include, but are not restricted to, Local Authority Core Offer for Child, Psychology and Advice, Speech and Language Therapist, Social Services, NHS services and CAMHS.

SEN Plans for children at 'school support'

Most children at 'School Support' on the SEN register will have a SEN Plan which will be shared with parents during Learning Conversations alongside an individual copy of the provision map showing which interventions will be accessed. As part of this children will have a One Page Profile.

For the majority of pupils a SEN Plan will be written by the class teacher and the pupil, with advice where necessary from the SENCo. The SEN Plan details the child's strengths, their areas of weakness and the support that should be offered by all adults working with the child. This might include specific instructions about seating or classroom layout, detail the scaffolds or specialist equipment to be used

by the child and should list any interventions the child is receiving along with start/stop date. SEN plans will have one clear SMART target for each area of need. are the property of the child and should be kept in a safe place in their own classroom. Information from SEN Plans should inform any intervention groups and progress recorded within them. It is the class teacher's responsibility to ensure this happens.

SEN Plans, Pastoral support plans and OPPs will be reviewed regularly. In the case of SEN Plans this should be every term (or more frequent if required),

SEN plans will be shared with parents during Learning Conversations, these should form part of the discussion of the child progress. Copies of all SEN Plans should be retained by the class teacher and placed in the child's records in a separate folder. The SEN Plans and OPPs form a vital part of the evidence of children's progress and will be used as evidence when making referrals to outside agencies.

Pastoral Support Plans for children at 'school support'

Pupils who have significant behavioural or nurture needs will have Pastoral Support Plan (PSP). PSPs are written in consultation with the child, their parents/carers, the class teacher and TA (where appropriate) and work in much the same way as a SEN Plan. It is possible that where a pupil has a learning difficulty or disability as well as a need for nurture support they might have both a SEN Plan and a PSP. The SENCo is responsible for the monitoring of PSPs.

Register of Special Educational Needs - Education, Health and Care Plans

A request for an Education, Health and Care Plan will be made where there is significant cause for concern about a child's progress despite prolonged and sustained support at 'School Support'. The school will provide evidence to the Local Authority of the child's needs, the actions taken to support these needs and their outcomes. This may include:

- SEN Plans and OPPs/PSPs
- Records of reviews of interventions and their outcomes.
- Information about the pupil's health needs.
- Information about attendance
- Information about attainment
- Reading spelling and maths ages tracked over time.
- Any advice received from or assessment by other agencies, e.g. educational psychology or advisory teacher.
- The views of the child and parent/carer

- Information from health or social care colleagues
- With the families consent, action plans drawn up during the Family Support Process.

It is expected that by this time there will be a substantial body of evidence relating the child, their needs and how these have been addressed.

Statutory Assessment for Education, Health and Care Plans

Statutory Assessment involves consideration by the Local Authority, working co-operatively with the child's parents/carers, the child's school and, as appropriate other agencies involved with a child's needs. A child may be referred for assessment by the school, the parent/carer, or by another agency working with the child. Where the evidence presented suggests that a child's Special Educational Needs or Disability has not responded to relevant and purposeful measures taken by the school and the external specialist consulted by the school, and may call for specialist provision not normally available in mainstream School, the LA will consider the case for Statutory Assessment. Once a decision has been taken to carry out Statutory Assessment any further specialist advice will be gathered and considered before a decision is made to provide an Education, Health and Care Plan. The local Authority will inform both the school and parents whether a statutory assessment is to be made. A request for assessment does not always lead to an assessment being granted, this rests on the needs of the child, the exhaustive use of all other available support, and the quality of the evidence supplied.

Education, Health and Care Plan

An Education, Health and Care Plan will include:

- The pupils name, address and date of birth.
- Details of all the pupils special needs.
- The Special Educational Provision required to meet the pupils' needs.
- The type and name of the school where the provision will be made.
- The relevant educational needs of the child.
- Information on the non-educational provision.
- The global targets for the child.

The child's short term target will be set out in a OPP/PSP after consultation with the parents/carers and child and will include work towards the targets set out in the statement.

Annual Review of Education, Health and Care Plans

All Education, Health and Care Plans will be reviewed at least annually with the parents/carers, child, the LA, the school and any other professional involved. All those involved will consider whether any amendments need to be made to the EHCP either in its description of the child's needs or the provision to be made. The annual review will focus on the child's achievements as well as on any difficulties that need to be resolved. At the Year 5 review, the aim will be to give clear recommendations as to the type

of provision the child will require at secondary school. The SENCo of the receiving school will be invited to attend the final review meeting at the primary phase to allow for effective transition.

The SENCo is responsible for preparing and collecting all documents and advice relating to the review and chairing the meeting. The SENCo will ensure that all documents are shared with all those working with the child at the completion of the review. The SENCo is also responsible for providing the LA with copies of the review document in accordance with the LA publish procedures.

An early annual review can be requested at any time by the child's parents/carers and should be called by the school where there is a sudden significant change in the pupils needs.

This policy has been written in line with our Equalities policy which is available on our school website.

Policy written By Caroline Elliott - Headteacher & SENCo and Tony Palin, Assistant Headteacher and Assistant SENCo

Next review September 2023