

# Ackworth Mill Dam School

## Special Educational Needs Policy

At Ackworth Mill Dam School we aim to provide a broad and balanced curriculum with high expectations and suitable targets for all. We have an inclusive ethos that supports systems for early identification of barriers to learning and participation. Teachers take account of children's requirements and make provision to support individuals or groups of children. We recognise that children may have special needs at any stage throughout their time in school.

### **Compliance**

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

- The Equality Act 2010: advice for schools DfE (Feb 2013)
- The SEND Code of Practice 0-25 years (July 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 <sup>[1]</sup><sub>[SEP]</sub> (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012 <sup>[1]</sup><sub>[SEP]</sub>

### **Aims**

At Ackworth Mill Dam School we recognise that some children will need extra support and adaptations in order to access the curriculum. We aim to foster an inclusive environment where individual differences and diversity are valued and all children are respected, to develop high self-esteem and self-confidence, thus being able to participate fully in the life of the school.

We do this by

- Ensuring children with special educational needs are identified in accordance <sup>[1]</sup><sub>[SEP]</sub> with the Code of Practice and endeavouring to meet the individual needs of <sup>[1]</sup><sub>[SEP]</sub> each child.
- Identifying, at an early age, individuals who need extra help and attention.
- Providing equal access of provision to all children; enabling each pupil to partake in, and contribute fully to school life.
- Recognising the entitlement of children with SEND to a 'broad and balanced education' including the Early Years Foundation Stage and the National Curriculum.
- Enabling all children to reach their full potential, both curricular and extracurricular.
- Developing a feeling of self-esteem and confidence within the individual, enabling them to feel valued and contribute to school life.
- Fostering an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children.
- Ensuring a high level of quality provision is provided for children with SEND.
- Providing for each child's individual needs by supporting them in various ways; whole class, small groups and individual.

- Monitoring closely those with SEND through review and assessment, enabling us to recognise, celebrate and record achievements.
- Working in partnership with parents and other agencies to provide support and opportunities for those children with SEND.
- Using a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children.
- Assisting all staff in the delivery of educational entitlement and ensure all staff are aware of a child's individual needs.
- Ensuring access to a range of resources to support staff in their teaching of children with SEND.
- Including the voice of the child in monitoring and reviewing Learner Profiles, Supporting Me to Learn Plans, One Page Profiles, My Support Plans and Education Health Care Plans.

### **Definition of Special Educational Needs**

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have 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 schools within the area of the local education authority.
- Are under compulsory school age and fall within the definition of the above statements or would so do if special educational provision was not made for them.

### **Types of SEND**

The SEN Code of Practice (2014) divides the areas of need into four categories:

- **Communication and Interaction** – this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** – this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, Mental and Emotional Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- **Sensory and/or Physical Needs** – this includes children with sensory, multisensory and physical needs.

*Behavioural difficulties, persistent disruptive or withdrawn behaviours and slow progress and low attainment do not necessarily mean that a child or young person has SEND and should not automatically lead to a pupil being registered as having SEND.*

*Identifying and assessing SEND for children or young people whose first language is not*

*English requires particular care; difficulties related solely to limitations in English as an additional language are not SEND.*

## **Disability**

Many children and young people who have SEND may have a disability under the Equality Act 2010; that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

As a school we observe two key responsibilities:

- We **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people.
- We **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

This responsibility is anticipatory, it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

## **Identification, Assessment and Review procedures**

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies. A register is kept of pupils with SEND.

Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties.

Pupils identified as having a special educational need will have a 'Learner Profile' that acknowledges the need, describes the difficulty that this individual has, and identifies ways in which barriers to learning can be removed within the classroom. This document is reviewed either when there is a significant change of need or once a year during the summer term.

For pupils where external agencies are involved a Supporting Me To Learn Plan should be completed. This should highlight short-term interventions and targets and include advice from external agencies and is reviewed three times a year.

Reviews of pupils on the SEND register, and who have a My Support Plan, takes place three times a year. For pupils with Education, Health & Care plans (formerly Statements) an annual review meeting has to be held in addition to this. One Page Profiles are used to

record additional information for pupils with a My Support Plan or an Education, Health and Care Plan.

## **A Graduated Approach to SEN Support**

At Ackworth Mill Dam School children of all abilities are supported through high quality first teaching. The key characteristics of high quality teaching are:

- Highly focused lessons designed with sharp objectives.
- High expectations of all pupils to have high levels of involvement and engagement with their <sup>SEN</sup> learning.
- High levels of interaction for all pupils.
- Appropriate use of teacher questioning, modelling and explaining.
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both <sup>SEN</sup> individually and in groups.
- An expectation that pupils will accept responsibility for their own learning and work <sup>SEN</sup> independently.
- Regular use of encouragement and authentic praise to engage and motivate pupils.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including all children with SEND. 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 a lack of high quality teaching. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutiny and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.

Adequate progress is defined as progress that:

- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment baseline, but less than that of <sup>SEN</sup> the majority of peers.
- Matches or betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

A child experiencing difficulty in learning will be identified as:

- Despite receiving differentiated learning opportunities, makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Showing signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presenting persistent emotional or behavioural difficulties, which are not alleviated

- by the behaviour management techniques usually employed in the school.
- Having sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
  - Having communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum. [SEP]

The first response to such progress should be high quality teaching targeted at the child's areas of weakness. This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to secondary school.

Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

### **Assess**

In identifying a child as needing SEND support the class teacher, working with the SENCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to our school's own assessment and information on how the pupil is developing.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCo should contact them (with parental consent).

### **Plan**

Where it is decided to provide a pupil with SEND support, the parents will be formally notified. The teacher and the SENCo should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Learner Profiles, Supporting Me to Learn Plans, One Page Profiles and My Support Plans will also include how parents can reinforce or contribute to progress at home.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

### **Do**

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or

subject teacher, they will still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

## **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs.

The class or subject teacher, working with the SENCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Where a pupil has an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the Headteacher and SENCo.
- Analysis of pupil tracking data.
- Monitoring of procedures and practice by the SEND Governor.
- School Self-Evaluation document.
- Local Authority moderation process and OFSTED inspection arrangements.
- Meetings of parents and staff, both formal and informal.

## **One Page Profile**

Children with a My Support Plan or an Educational Health and Care Plan will have a One Page Profile, which details important information about the child including their areas of strengths and weakness, their outcomes and steps to be taken to allow children to achieve them and any other professionals who have contact with the child. Class teachers, parents, pupils and other professional will all contribute to the One Page Profile. It is designed to be a working document, which is updated to reflect the current needs of the child.

Formal review meetings will take place three times a year, where parents and pupils will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan and class teachers are responsible for maintaining and updating the One Page Profiles. These are then shared with everyone involved with the child.

The SENCO reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

There are three levels of support for pupils with SEN

- **Universal level** - funding is provided on a per-learner basis for all those attending the educating institution. This is also known as Wave 1 funding. Good quality universal provision will reduce the need for deployment of more expensive resources.

- **Targeted level** - mainstream providers (schools and academies) are expected to contribute the first £6,000 of the additional educational support provision for learners with SEN from their notional SEN budget. This is also known as Wave 2 funding.
- **Specialist or personalized level** top-up funding above £10,000 (elements 1 and 2) is provided on a per-learner basis by SENART who place the pupil. It is important to note that the level and combinations of provision may change over time.

### **Specialist Support** <sup>[L]</sup><sub>[SEP]</sub>

Schools may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies. <sup>[L]</sup><sub>[SEP]</sub>

The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

### **Education, Health and Care Needs Assessments** <sup>[L]</sup><sub>[SEP]</sub>

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. All children with an EHCP will also have short-term targets (outcomes) set for them that have been established after consultation with the Educational Psychologist, other professionals, school, parents/carers, child as identified in the EHCP. These targets will then be set out in the One Page Profile.

The delivery of the interventions recorded in the One Page Profile will continue to be the responsibility of the class teacher.

### **Criteria for Exiting the SEN Register**

If it is felt that children are making progress, which is sustainable, then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register, then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance, then the procedures set out in this policy will be followed.

### **Roles and Responsibilities**

Provision for pupils with SEND is a matter for the school as a whole. The governors, in consultation with the Headteacher and SENCo, have a legal responsibility for determining the policy and provision for pupils with special educational needs. They maintain a general overview and have an appointed a representative who takes particular interest in this

aspect of the school. The SEN governor is Sue Hodgson.

**Governors** will ensure that:

- The necessary provision is made for any pupil with SEND.
- All staff are aware of the need to identify and provide for pupils with SEND.
- Pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- The One Page Profile informs parents how the school is making sure they are meeting the learning needs of individual pupils.
- They have regard to the requirements of the Code of Practice for Special Educational Needs (2014).
- Parents are notified if the school decides to make SEND provision for their child.
- They are fully informed about SEND issues, so that they can play a major part in school self-review.
- They set up appropriate staffing and funding arrangements, and oversee the school's work for SEND.

The **Head Teacher** is responsible for:

- The management of all aspects of the school's work, including provision for pupils with special educational needs.
- Keeping the governing body informed about SEND issues.
- Working closely with the SENCo.
- The deployment of all special educational needs personnel within the school.
- Monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole.

### **The role of the SENCo**

The school's SENCo is Carole Stevenson, who is also a member of the Senior Leadership Team. She is responsible for the day-to-day management and operation of the SEND policy through:

- Overseeing the day to day operation of the school's SEND policy.
- Coordinating the provision for pupils with special educational needs.
- Ensuring that an agreed, consistent approach is adopted.
- Liaising with and advising other school staff.
- Helping staff to identify pupils with special educational needs.
- Carrying out assessments and observations of pupils with specific learning problems.
- Supporting class teachers in devising strategies, drawing up Learner Profiles, Supporting Me To Learn Plans and One Page Profiles, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom.
- Liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process.
- Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents.
- Maintaining the school's SEND register and records.

- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, teacher assessments, end of term/year tests, SATs.
- Contributing to the in-service training of staff.
- Liaising with other SENCOs to help provide a smooth transition from one school to the other.

**Class teachers** are responsible for:

- Providing high quality teaching for all children.
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCO, parents and pupil).
- Writing, evaluating and updating the Learner Profiles, Supporting Me To Learn Plans or One Page Profiles for the pupils in their class who are on the SEND register.
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis.
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of children with SEND.

**Learning Support Assistants** should:

- Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- Use the school's procedure for giving feedback to teachers about pupils' progress.

LSAs work as part of a team with the SENCO and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing One Page Profiles and monitoring progress.

## **Training and Resources**

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 encouraged to undertake training and development. 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. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with child with SEND. The school's SENCO keeps up to date with local and national updates in SEND.

## **Parent Partnership**

At Ackworth Mill Dam School we believe that the relationship between parents/carers and the school, built on trust and mutual understanding, is crucial to the educational progress of the child. In order to develop and maintain such relationships, the school will

- Invite parents / carers to review meetings and include them in the development of Learner Profiles, Supporting Me To Learn Plans and One Page Profiles.
- Ensure teachers and the SENCO are available for parents to speak to as and when

the need arises.

- Invite parents / carers to attend consultation meetings each term with the class teacher to discuss their child`s progress.
- Send parents / carers an annual written report from the class teacher which describes the child`s progress in all areas of school life.

### **Admissions Policy**

At Ackworth Mill Dam School we recognise the rights of children with SEN to be educated in mainstream settings as set out in the Special Educational Needs and Disability Act 2001. The school follows the LA school admissions policy. The school aims, within its planning and implementation, to meet the needs of all pupils with regard to SEN, gender, race, culture, language, religion, social background. All our pupils have equal access to a broad and balanced curriculum. It is our intention to provide individualised opportunities and resources in an environment that meets the needs of individual children.

### **Complaints Procedure**

It is the school`s intention to resolve all problems swiftly and amicably, but in the event of any difficulties, the school will ensure that:

- Parents are able to bring any concerns to the attention of the Class Teacher and or the SENCO / Headteacher.
- If the concern is not resolved and the parent wishes to pursue the matter further, the school will ensure that parents are aware of the LEA`s SEN disagreement resolution service. Further information about this process is available from the LEA and the Parent Partnership Service.

### **Reviewing the SEN Policy**

This policy will be reviewed on an annual basis.

Carole Stevenson

SENCo

February 2021

