

SIR GRAHAM BALFOUR MAT



SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

CHANGE CONTROL

<i>Date</i>	<i>Issue</i>	<i>Details of change</i>
07/04/2017	0.a	Initial Draft
30/06/2017	0.b	Updated following review by Trustees
19/07/2017	1.0	Updated following approval at Board Meeting 18/07/2017

AUTHORISATION

Approved at Board Meeting 18/07/2017

Signed:



19/7/17

Chair of Board

Date

SIR GRAHAM BALFOUR MAT POLICIES AND PROCEDURES

Name of Policy & Procedure

Introduction

This policy of the Sir Graham Balfour Multi-Academy Trust (SGBMAT) Board outlines the principles and procedures involved in the support of learning for children with Special Educational needs within the SGBMAT.

Aim

All staff and governors at each Academy within the SGBMAT will do their best to meet the (Special Educational) Needs of all students at the school. This will be achieved by:

- Admitting all students to the school on the basis of the school's published admissions procedures and welcoming all students, including those with SEN.
- Enabling all students to be offered access to a broad, balanced and relevant curriculum with the maximum degree of social and educational inclusion.
- Identifying as part of its School Improvement Plan resources to implement the identified policy and procedures and evaluate its implementation.
- Enabling teachers to make appropriate provision for all their students through the provision of appropriate support, information and advice.
- Developing a partnership between parents, students and the school, in which each has an active role to play in the education of students with additional needs.

Developing a wide community involvement in Special Educational Needs through the multi-agency partnership and other local initiatives to the benefit of students. This policy will identify how each academy will:

- implement procedures for assessment, identification and provision for students with special needs within the framework of the 2014 Special Educational Needs Code of Practice.
- Communicate the procedures identified in this policy to all those involved in the process.
- Review the provision and policy.

Key Elements

Identify students who have Special Educational Needs

1a. Who has Special Educational Needs?

- **'Children have special educational needs if they have a barrier to learning which 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 provided for children of the same age.
- Children will not be regarded as having a learning difficulty solely because their language is different from the language in which they are taught but will be added to the Additional Needs register to monitor progress.

1b. Identifying children who have SEN

All children progress at different rates, but where children fail to achieve adequate progress, despite having access to a differentiated programme, then their parents and staff will be informed that the child has additional needs and identify appropriate provision to meet the child's needs.

Lack of adequate progress may be indicated by :

- Little or no progress despite the use of targeted teaching approaches.
- Working at levels significantly below age expectations, particularly in literacy or numeracy.
- Presenting persistent emotional and/or behavioural difficulties, which have not been managed by behavioural strategies usually employed.
- Sensory or physical problems that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions to access learning.

2. Managing SEN Provision

2a. Co-ordinating and Managing Provision

Role of the Local Governing Body;

Each individual Local Governing Body has important statutory duties towards students with special educational needs.

- The Governors, working in partnership with the Headteacher, have responsibility for deciding the school's general policy and approach to meet the needs of SEN students.
- Through the performance management process, Governors ensure that objectives for leadership and the school development plan include SEN.
- Through the school's self-review procedures Governors monitor effectiveness of the school's SEN policy and provision.
- All governors will have an up-to-date knowledge of the school's SEN provision, but a Governor will be designated to have specific roles for SEN.
- The Governing body will report to parents annually on the school's SEN policy.

The Head Teacher;

The Head Teacher has responsibility for:

- Day to day management of all aspects of the school's work including provision for students with SEN
- Informing the Governing body
- Working closely with the Head of Learning Support (Special Educational Needs Co-ordinator, SENCO)

Head of Learning Support;

The Head of Learning Support is responsible for the operation of the school's SEN policy, including use of resources in making the appropriate provision for students with special needs, and co-ordinates all special needs activity within the school, including co-ordination with other subject and aspect managers.

The school has a job description for the Head of Learning Support and this includes:

- The staffing arrangements for SEN support staff,
- Disseminating SEN information to support and teaching staff,
- The management of SEN provision through the devolved SEN budget.

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- Co-ordinating provision for student with SEN particularly through Stages 1 and 2.
- Liaising with and advising fellow teachers and support staff.
- Keeping accurate records of all SEN students.
- Liaising with parents of SEN students.
- Contributing to in-service training. Liaising with external agencies.
- Liaising with other schools.

Teachers have responsibility for

- Devising strategies and identifying appropriate methods of access to the curriculum working with students with SEN and providing further help on a daily basis.
- Planning and delivering individualised programmes for students with SEN
- **All teachers are teachers of special needs**

Teaching Assistants

Teaching Assistants support the teaching & learning of individuals and groups of students throughout the school, particularly;

- Supporting students in achieving targets identified in Pupil Passports , Statements and Education, Health and Care Plans.
- Differentiating provision for groups of students as identified in school support strategies.

Teaching Assistants will be enabled to work effectively through inclusion in the planning and evaluation of individual and group programmes.

2b. Resources for SEN

School is funded to meet the needs of all their students through its core budget but is additionally funded to support provision for SEN through:

- Deprivation and underachievement factors, based on the number of students receiving free meals and those underachieving on entry;
- Funding for specific 'high cost' students to meet their assessed needs;
- Specific grants, for which the school may bid, that are for identified purposes.

All resources will be employed effectively to meet the needs of individuals and groups on the basis of plans within the School Improvement Plans.

Currently the Head of Learning Support in conjunction with the Business Manager deals with the SEN Budget to meet the requirements of students with Statements of need, Education, Health and Care Plans, and students on Stages 1 or 2 of the Additional Needs Register. The Learning Resource Department/Inclusion Unit are funded for general administration from the core budget.

2c. Staff Development

The school is committed to developing the expertise of all staff in SEN to enable them to meet the needs of students.

SEN link meetings take place every half term and are attended by a representative from each faculty. Information, advice and training is cascaded by the representative at a faculty meeting.

2d. Monitoring and Evaluating Provision

As part of their evaluation of school effectiveness the Head of Learning Support and other staff will monitor the effectiveness of the policy and procedures in meeting the needs of students with SEN. Success factors will include:

- Early identification of students with SEN.
- Student views and opinions are taken into account.
- The school and parents work in a partnership.
- Interventions and provision are regularly reviewed and evaluated via individual progress and data collection.
- The school works in close co-operation with other agencies and fosters multi-agency working.
- That Education, Health and Care Plans, Statements of Special Educational Need and Pupil Passports are regularly reviewed and evaluated by the student, parents/carers of the student, the school and other agencies as appropriate.
- Individual students attainment of the targets, included in the Pupil Passports.
- Annual tests/assessment.
- Achievement in standardised assessments (GCSE and BTEC) for all students and identified SEN students in particular.
- Provision for special needs students leaving the school.
- Number of SEN students receiving fixed and permanent exclusions.
- Provision of specialist or adapted equipment or learning materials.
- Additional regular individual or small group support.

- Access to specialist support from other agencies; this additional response will be provided through a graduated response, providing a level and type of support, which will enable the child to achieve adequate progress.

This provision will be identified and managed by the Head of Learning Support but will be planned and delivered by teaching and support staff.

2e. Arrangements for considering complaints

If parents wish to make a complaint about the educational provision for a SEN student please refer to the Complaints Policy, available on the school website.

3. Provision for students with Special Educational Needs

3a. Graduated Response

Provision is 'educational provision, which is additional to, or otherwise different from, the education provision made for other children of the same age.' This may include:

- Provision of specialist or adapted equipment or learning materials (specifically for Physically Impaired students or students with visual or hearing impairments).
- Additional regular individual or small group support (specifically for students with general learning difficulties and those with specific learning difficulties- dyslexia/dyspraxia).
- Access to specialist support from other agencies (to include physically impaired service and Autism Outreach Team). Students accessing support from external agencies will typically be Stage 2 on the Additional Needs Register.

This additional response will be provided through a graduated response, providing a level and type of support, which will enable the child to achieve adequate progress.
This provision will be identified and managed by the Head of Learning Support but will be planned and delivered by teaching and support staff.

3b. Differentiated school support

Prior to identification as having SEN a student will have had access to a differentiated programme which may include:

- Targeted support by the class teacher within the classroom environment
- Access to school support programmes such as the Literacy Immersion Group in Year 7, Literacy and Numeracy Interventions and working with Learning Mentors.
- Access to one-to-one and small group provision.
- Additional home learning opportunities. Where a child fails to make adequate progress despite this then the school will consider further intervention and identify the student as having additional learning needs.

3c. Stage 1

Stage 1 will be initiated where students have failed to make adequate progress. They will be identified by the Head of Learning Support, who will consult with all staff and parents, as well as the student. Following evaluation of the school's interventions and assessment of the child, the Head of Learning Support will identify provision from within the school's resources that are designed to meet the student's needs.

Such interventions may include:

- Additional planning of learning programmes.
- Provision of different learning materials or specialist equipment.
- Additional staff training.
- Group support on a regular basis.

3d. Stage 2

Where students fail to make adequate progress, despite additional provision at School Action, then the school will seek the advice and involvement of external support services. They will be requested to:

- Provide specialist assessments
- Give advice on teaching strategies or materials
- Provide short-term support or training for staff.

Parents and the child will also be involved and as a result of this the Pupil Passport will be revised and new strategies put in place.

Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the school may apply for additional resources.

The application will be evaluated against criteria established by the LA.

3e. Planning and Reviewing Provision for Individual Students

The strategies that will be employed for students identified as having SEN will be recorded in a Pupil Passport, reflecting provision that is additional to, or different from, normal differentiated provision. Contents of the Pupil Passport will include:

- Short term targets for the child
- A clear and concise outline of the student's needs
- Teaching strategies to be used.
- Behaviour strategies to be used
- Additional provision to be put in place
- When the plan is to be evaluated and reviewed, with space for the outcomes of the targets.

The Pupil Passport will be communicated to all staff who support the child's learning, as well as parents of the child and other professionals.

Pupil Passports will be kept under review, but will be formally reviewed once a year following consultation with the child, parents of the child and appropriate staff. New targets will be identified with strategies for achieving them.

On an annual basis there will be a formal review in which all appropriate staff, parents and the child will be invited to participate. Reviews will be more frequent when the progress of the student is insufficient.

4. Partnership

4a. Partnership with Parents

The school actively seeks to work with parents and values the contribution they make.

We aim to support parental partnership by:

- Effective communication.
- Acknowledgement of the parents' role as a partner in the education of their child.
- Recording parental views as part of any review procedure.

The parents of any student with either special educational needs or concerns regarding their child's progress, are welcome to telephone, email or visit the school to discuss their concerns with the appropriate member of staff.

4b. Student's Participation

The school acknowledges the student's role as a partner in their own education, developing their participation in the decision making process by:

- Listening to and valuing their views
- Involving students in Review Meetings to discuss progress and future provision.
- Involving students in targets setting and formation of Pupil Passports
- Record students' views as part of any review procedure
- Effective communication.

4c. Partnership with other bodies

The school aims to work with other agencies in order to provide an integrated support, based on the needs of the student.

Co-operation between the school, the health services and Social Services is vital if we are to secure the most effective assessment, intervention and deployment of resources for students with SEN.

Statutory and non-statutory agencies including:

- Other Schools and educational providers
- Special Educational Needs Support Services
- School Psychological Service
- School Health Service
- Educational Welfare
- Social Services, First Response
- CAMHS
- Voluntary Services
- Autism Outreach Team
- Physically Impaired Service
- Visually Impaired Service
- Hearing Impaired Service
- Speech and Language Therapy Service

Monitoring and Evaluation

The Staffing and Standards Sub-committee of the MAT Board will formally review this policy every four years or more frequently if circumstances or legislation suggest it is appropriate.