



SEND POLICY

Review Cycle	Annually
Next Review	May 2023
Approving Body	Full Governing Body

Scientia Academy Special Educational Needs and /or Disabilities (SEND) Policy

Scientia Academy prides itself on being an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEN/D policy is linked to behaviour, anti-bullying, medical and curriculum policies.

Scientia Academy is part of the Reach2 Academy Trust (MAT) which is a partnership of a national network of primary schools, working together to improve provision for children with SEND. Our policy is available from our website www.scientiacademy.co.uk. This policy also includes a link to Staffordshire's Local Offer for parents and children with SEN and disabilities.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

Special Educational Needs and / or Disabilities at Scientia Academy

Inquiries about an individual child's progress should be addressed in the first instance to the child's class teacher since he or she is the person who knows the child best. Support may then be sought from Mrs Lorette Roberts-Doyle (SENCO and AHT) and or Mrs Hands (Deputy Head) Miss Helen Bye (Head Teacher). Other members of the academy's senior management team may also become involved in meeting the needs of each and every child enabling them to flourish and thrive within the academy.

Family support may be obtained from Mrs Hands (Deputy Head and Designated Safeguarding Lead).

Please make an appointment with the school office if you wish to speak to any member of staff in school.

Special Educational Needs and / or Disabilities

Some children with complex additional needs may have a personalised Education, Health and Care plan (EHCP) which are used to support the education and healthcare needs and development of some children from birth-25 years.

There are four broad categories of SEN/D:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory.

We support and care for children within all the categories of SEND and strive to meet their individual needs enabling them to flourish and thrive meeting their full potential within their personalised learning journey at Scientia Academy.

We work in close partnership with parents and children taking into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child.

All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills. We have high expectations of all our children. Children on our SEN/D register make progress which compares well with the progress made by other children in school.

All Staff follow protocol set out in the Code and our Scientia Processes Staff Handbook to support all students with SEND needs.

Defining SEN/D

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv

SEN/D at Scientia Academy

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEN/D;
- To ensure that every child experiences success in their learning and achieves to the highest possible standard;
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEN/D
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Identifying children with additional educational needs

Children with SEN/D are identified as part of the overall approach to monitoring the progress and development of all pupils within the Academy ensuring all flourish and thrive.

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching a plan of action is agreed with child and parents.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause swiftly establishing additional support to meet individual need.

This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child may be placed on our SEN/D register in partnership with parents.

Mrs Roberts Doyle the school SENCO, works in close partnership with class teachers, external agencies, parents and pupils to identify and support children enabling their needs to be fully met.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability. The school works in close partnership with the Burton Paediatric team to address any concerns which may be reached through family GP referral if required by parents to address any concerns in relation to child development they may have.

Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parent-teacher meetings or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEN.

Once a child has been identified as having SEN, the class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed at SEN/D with parental permission to add their child to the Academy SEN/D register
- discuss school assessment information
- agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' as described within the SEN Code of Practice.

Thereafter, parents – and children- are invited to regular meetings to review progress made, set targets and agree provision for the next term. In the summer term, there is an annual review of the child's progress.

We ensure that our personalised provision is inclusive to all children with Special Educational Needs and/or disabilities.

- Record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child and parent and acts as a guide to their class teacher. The information may be updated during the year.
- Termly, at progress meetings, a Learning Plan (APDR – Assess Plan Do Review) is produced and/or reviewed. The plan records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets.
- Termly, at a progress meeting, smaller targets taken directly from the Learning Plan are discussed with children and parents and agreed next steps are recorded towards the longer term targets.
- Learning support intervention tracking records enable the Class Teacher or Teaching Assistant to record progress information towards specified targeted intervention support.

Education, Health and Care Plans (EHCPs)

If children fail to make progress, in spite of high quality, targeted support parents or school may apply for the child to be assessed externally for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child has a disability or significant additional need which means that they will always need formalised support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans.

If the application for an EHC Plan is successful, a member of the Local Authority will work with the family and the school together with any health or social care professionals who are involved with supporting the family. The needs assessment process will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the needs assessment process, the LA may decide to write an EHC Plan for the child which will specify their educational provision until the age of 25.

Teaching and Learning

We believe that all children learn best with their peers within their class. Our aim is for all children to be working independently to reach their potential. Children with SEN and /or disabilities are entitled to be taught by their teacher, not always by a Teaching Assistant (TA). Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional TA support to children we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

When considering an intervention, we look first at the child's profile of learning in order to select the intervention which is best matched to meeting the needs of the child.

Targets agreed with parents and children are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely in school.

Reasonable Adjustments and the Learning Environment

Scientia Academy is a modern building that meets the highest standards of specification being fully disability friendly. Corridors are wide, we have a lift to the second floor and we have several easy access bathrooms. We generally find that no further additional adaptations to the building are necessary for children with physical disabilities.

We have a 4D cinema and sensory room located on the ground floor to support children with sensory needs and additional specialist support.

All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Access to extra-curricular activities

All children have equal access to before school breakfast and after school clubs which develop and support enrichment and engagement within the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. A wide range of exciting school visits are planned as part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or additional medical needs.

Staff Expertise

All of our teachers are trained to work with children with SEN/D having access to advice, information, resources and training to enable them to teach all children effectively. All class teachers and TA's access MAT and external opportunities for ongoing training enabling them to fully support children with SEN and disabilities.

The school works in close partnership with external support streams such as Educational Psychology, Speech and Language, Autism Outreach, CAMHS, Visual Impairment, Hearing Impairment, Entrust Behaviour Support and alternate local providers to meet the needs of all children within the Academy.

Transition Arrangements

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from the nursery- as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to familiarise the child with key features of the new environment
- Support opportunities such as photographs of key people and places within a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

Transition reviews for Year 6 pupils will be held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. The secondary school SENCO will be invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governor with particular responsibility for SEND is Karen Dixon
The Senco and school Governor meet regularly to review SEND within the Academy.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils’ needs. All complaints are taken seriously and are heard through the school’s complaints policies and procedures.

Staffordshire’s Local Offer

The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care.

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability within all aspects of school life. We promote self and mutual respect with the highest expectations for all staff and pupils and a caring and nurturing ethos for all throughout the school.

Review Framework:

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

Signed: Head teacher (Miss H Bye) _____ Date: _____

Signed: Chair of Governors _____ Date: _____

Review Date: May 2023