



Central CE Academy

Special Educational Needs and Disabilities Policy

Date Approved: April 2021

Review Date: April 2022

Approved by Diocese of Chichester Academy Trust

Revision No.	Date Issued	Prepared By	Approved	Comments
1	March 2020	Sophia Koiston	Core Executive Group – 2/4/20	
2	April 2021	Sophia Koiston	Governors – April 2021	

Academy	Central CE Academy
CORE ratified date	2/4/2020
CORE ratified date	

<i>Type of Policy</i>	<i>Tick ✓</i>
DCAT Statutory Policy	✓
DCAT Non-statutory Policy	
DCAT Model Optional Policy	
Academy Policy	
Local Authority Policy	



Contents

Purpose	1
Key Roles and Responsibilities	1
Details of staff in school with specific roles:	2
How was this policy put together?	2
Context.....	2
Aims and Objectives	3
Aims:	3
Objectives:	3
Identification of Needs	3
Communication and Interaction.....	3
Cognition and Learning.....	3
Social, Emotional and Mental Health.....	4
Sensory and/or Physical Needs.....	4
A Graduated Approach to SEN Support	4
Special Educational Needs Register.....	5
Assess.....	6
Plan	6
Do.....	6
Review	7
Parents, families, children and young people involvement.....	7
SEN Provision.....	7
What does additional support mean?	7
Pupils with Medical Conditions.....	8
Monitoring and evaluation of SEN.....	8
Training and development.....	8
Storing and Managing Information	9
Comments, compliments and complaints.....	9



Purpose

- All pupils, staff and parents know that our SEND provision is in keeping with the school's aims, Teaching & Learning Policy and Equality & Diversity Policy.
- The Trustees, Local Governance Boards and staff of the Trust will ensure that all pupils enjoy a broad, balanced and relevant education that meets individual needs.
- The fundamental objective of Central CE Academy's SEND policy is to provide the supportive framework within which pupils requiring additional support are identified, assessed, assisted and monitored.

At Central CE Academy, we respect the unique contribution that every individual can make to the community and seek to place this contribution within a clear structure that both embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude and level of skills. At our school, every teacher is a teacher of every child, including those with SEND, with a focus on bringing out the best in all. We define special educational needs and disability (SEND) using the SEND Code of Practice 2015.

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability that calls for special educational provision to be made for him or her.

- A learning difficulty or disability is **a significantly greater difficulty in learning than the majority of others of the same age.**
- Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN 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.'**

Key Roles and Responsibilities

The Special Educational Needs Co-ordinator (SENDCo) has the day-to-day responsibility for the operation of SEN policy and is responsible for the co-ordination of specific provision made to support individual pupils with SEN, including those with an education, health and care plan (EHCP). Part of the role of the SENDCo is to co-ordinate arrangements with the school staff regarding those pupils with SEN and/or disabilities.



Details of staff in school with specific roles:

SENDCo	Sophia Koiston Contact details: senco@centralschoolchichester.org.uk
SEND Governor	Mark Talbot
Designated Safeguarding Leads (DSL)	Lisa Hardy, Sophia Koiston, Colin Gayle and Tina Handley
Teacher responsible for Pupil Premium Funding	Sophia Koiston
Designated Looked-After Children Teacher	Sophia Koiston

How was this policy put together?

This policy was created in April 2021. The policy reflects the statutory guidance set out in the SEND code of practice 2015.

This policy can be accessed through the school website at <https://www.centralceacademy.org/> and a hard copy can be provided on request. Please let us know if you need this to be made available to you in a different format e.g. enlarged font.

Context

This policy complies with the statutory requirement laid out in the SEND Code of Practice 2015 and has been written with reference to the following related guidance and documents:

- Equality Act (2010)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- Child Protection and Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)
- SEN and Disability – a guide for parents and carers (2014)
- Keeping Children Safe in Education (2019)
- Working together to Safeguard Children (2018)

As with all DCAT policies, there will be a consistent application of the policy and procedures which will take into account gender, race, disability, religion or belief, sexual orientation, pregnancy and gender reassignment.



Aims and Objectives

Aims:

At Central CE Academy, all pupils, regardless of their particular needs, are provided with inclusive and high quality teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community.

- We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points
- Ambitious educational and wider outcomes will be set for them in conversation with the pupil and parents
- We will use our best endeavours to give pupils with SEND the support they need
- Our aim is that all pupils become confident individuals who will be able to make a successful transition to the next phase of their educational journey and into adulthood.

Objectives:

- To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities with pupils and their parents/carers at the centre
- To develop effective whole school provision management of universal, targeted and specialist support for pupils with special educational needs and disabilities
- To deliver a programme of training and support for all staff working with pupils with special educational needs and disabilities, which develops our practice within the guidance set out in the SEND Code of Practice, 2015
- To develop a parent/carer forum/reference group to ensure effective communication and coproduction of policies and practice relating to pupils with SEND

Identification of Needs

Within SEND, there are four areas of need:

Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Cognition and Learning

Support for learning difficulties may be required when children 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), where children are likely to need support in all areas of the curriculum, severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD) where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Social, Emotional and Mental Health

Children may experience a wide range of social and emotional difficulties that manifest themselves in many ways. These may include becoming withdrawn or isolated as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs

Some children require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI), or a multisensory impairment (MSI) will require specialist support and /or equipment to access their learning.

Across Central CE Academy, we will identify the needs of each pupil by considering the whole child, which looks at the individual beyond any special educational needs that they may.

A Graduated Approach to SEN Support

In our school, the following approaches maybe used, often in conjunction with one another, in order to support children with SEND.

- Quality First Teaching
- The role of the class teacher will include providing differentiated expectations for all pupils and good quality personalised teaching. This is the first step in responding to pupils who may have SEND.
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- Monitoring the progress and outcomes for all pupils e.g. pupil tracking system and termly pupil progress meetings
- Careful and regular review of the quality of teaching for all pupils, including those at risk of underachievement.



- The use of INSET and training to develop teachers' understanding and repertoire of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

The school's SEND Information Report, which can be found on the website <https://www.centralceacademy.org/> provides additional information about how we support pupils with SEND to achieve their full potential. Any decision to make special educational provision is taken involving the teachers and SENDCo, considering all of the information gathered from within school about the pupil's progress based on their age and starting points. This will include:

- Accurate formative assessment
- Internal staff moderation of progress
- Specific assessments, as required (including external specialist assessments)

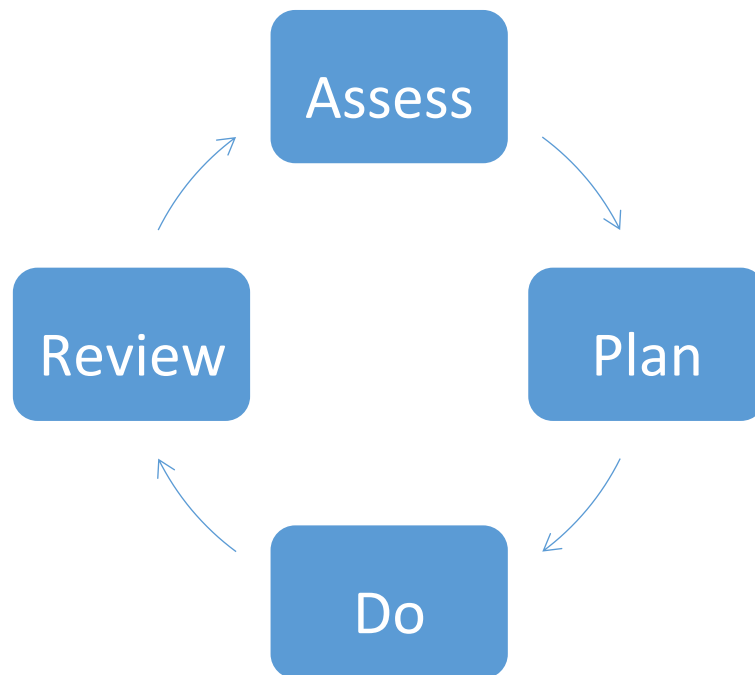
Where pupils have higher levels of need, we work in partnership with other specialist professionals and agencies to assess this need. This includes the educational psychologist, learning and behaviour specialist teachers, autism and social communication specialist teachers, speech and language service and occupational therapy service.

Special Educational Needs Register

Where a pupil has been identified as having special educational needs, Central CE Academy will take action to remove barriers to learning and put effective provision in place. If, as a result of quality first teaching, the young person's progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the young person's previous rate of progress
- Fails to close the attainment gap between the young person and their peers
- Widens the attainment gap

The decision will be taken whether or not the young person needs to be placed on the SEN register under the category of SEN Support. This SEN support will take the form of a four-part cycle (see the diagram below):



Assess

We will ensure that we regularly assess all pupils' needs so that each young person's progress and development is carefully tracked. We will listen to the views and experiences of the young person and their parents/carers. In some cases, we will draw on assessments and guidance from other educational professionals.

Plan

Where SEN Support is required, the teachers and SENDCo with the parent/carer will put together a plan outlining the adjustments, interventions and support which will be put in place for the young person as well as the expected impact on progress and outcomes. Targets for the young person will be shared with them using appropriate language. All staff who work with the young person will be made aware of the plan. Parents will be asked to share in the monitoring of progress through having an overview of any learning at home. This plan will be known as a Learning Plan and is created by teachers using the software 'Provision Map'.

Do

The class teacher is responsible for working with the young person on a daily basis. They will liaise closely with any staff who provide support set out in the plan and monitor the progress being made. The SENDCo will provide support, guidance and advice for the teacher and the additional adults working with the young person. All adults working with the young person will encourage them to be independent learners, developing their ability to deal with difficult tasks.



Review

The plan, including the impact of the support and interventions, will be reviewed termly on 'Provision Map' by the teachers, SENDCo, parent/carer and young person. Decisions will be taken in partnership with all involved. The termly review will inform the planning of next steps or where sufficient progress has been made, removal of the young person from SEN Support. For pupils with an Education, Health, Care Plan (EHCP), the local authority must review the plan at least annually.

Parents, families, children and young people involvement

Parents/carers will be involved in meeting with the class teacher (at times this may include the SENDCo), each term, usually at a Parents' Evening, and review the progress made by their child. Pupils may also be involved (depending on age and stage of development) in the process and targets will be written in child friendly language. This is a partnership approach between home and school. Parents can request a meeting at any point in the year, in addition to Parents' Evenings, by contacting the school. Parents are also able to create a parent account to view and contribute to their child's learning plan on 'Provision Map'.

SEN Provision

What does additional support mean?

SEND support can take many forms and could include:

- A tailored learning programme for the child
- Extra help from a teacher or teaching assistant
- Making or changing materials and equipment
- Working with the child in a small group
- Observing the child in class or at break and keeping records
- Helping the child to take part in class activities
- Making sure that the child has understood things by encouraging them to ask questions and to try something they find difficult
- Supporting the child at break times
- Supporting the young person with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- Time bonded interventions (interventions that are put in place for a specific amount of time and then assessed for their impact)
- Parents/carers reinforcing learning at home



- Training teachers in how to support pupils with SEND
- Regular information sharing and development of strategies

Central Academy's SEN Information report details how the needs of pupils with SEND will be met in more detail.

Pupils with Medical Conditions

Central CE Academy recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Provision may include: individual healthcare plans, access to any spaces including changing and toilet facilities, training for staff. 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 an Education, Health and Care (EHC) plan that brings together health and social care needs, as well as their special educational provision.

Monitoring and evaluation of SEN

The quality of SEND provision is monitored in the following ways:

- We have a designated SEND governor
- SEND funding is monitored and reviewed termly
- The SEND policy is reviewed biannually by governors
- SEND provision is evaluated in school self-evaluation
- Rigorous data analysis means that SEND data is a contributory factor to the whole School Improvement Plan
- Any external audits e.g. SEND Monitoring visits by external consultants, the Diocese and OFSTED inspections
- SENDCo attends network and confederation meetings

Training and development

As a school, we ensure that all staff keep up to date with developments in teaching and provision to meet the needs of pupils with SEND. Aspects may include:

- Audit of staff development needs
- In-house INSET and training for staff delivered by the SENDCo and others e.g. West Sussex specialist teachers, EPs, health professionals,
- Individual staff (teachers and INAs) have developed specialist areas e.g. communication, literacy interventions through attending training or received input at school from specialists e.g. Communication Friendly Classrooms by the Speech and Language Service.



- Induction led by the SENDCo for new staff in school in relation to SEND policy and practice
- The SENDCo's own professional development e.g. attendance at SENDCo networks, courses, conferences and specialist knowledge and experience
- The school SENDCo undertaking the National SENCO Award

Storing and Managing Information

All SEND information is be securely managed within the school's own data management system and confidentiality policy:

- Documents are stored in a locked cupboard and uploaded to 'Provision Map'.
- Documentation is stored for seven years after the child has left the school.
- Appropriate documentation is transferred when a child leaves the school.
- SEND information relating to individual children is stored on 'Provision Map' online.

Comments, compliments and complaints

Should parents have any comments about SEND provision they should contact the SENCO, Mrs Sophia Koiston. Any parental complaints should be dealt with in accordance with the School's Complaints policy.