

IAN RAMSEY

SEND Policy

Updated March 2016

The SEND Policy

The Special Educational Needs and Disability Coordinator is Mrs Jill Neilson

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The Governor with responsibility for SEND is the Venerable Stuart Bain

Definition of SEN:

Pupils have a special educational need if they have a learning difficulty, which calls for special educational provision to be made for them.

Pupils have SEN 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 educational authority

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

For children aged two or over, education provision which is additional to, or different from the educational provision made generally for children of their age in mainstream schools.

At Ian Ramsey Church of England Academy, SEN provision is an integral part of the School Development Plan. We have regard to the

- Special Educational Needs Code of Practice 0-25 Years (January 2015),
- The Equality Act 2010: advice for schools DfE (February 2013),
- Schools SEN Information Report Regulation (2014)
- Teachers Standards 2012.

Ian Ramsey Church of England Academy strives to be an inclusive school, engendering a sense of community and belonging through its:

- Christian ethos
- Inclusive ethos
- Broad and balanced curriculum, relevant and differentiated, which demonstrates progression and coherence
- Systems for the early identification of barriers to learning and participation
- High expectations and suitably challenging targets for all pupils

Objectives:

- All teachers are teachers of SEND
- All pupils with SEND can learn and make progress: even if only in small steps, and deserve to have their progress regularly assessed, recognised and celebrated.
- All pupils with SEND will be valued as full members of the school community

- All pupils with SEND and their parents have the right to be involved in assessing progress and determining goals. A partnership should exist between the pupil, the parents and school.

This policy details how Ian Ramsey Church of England Academy will do its best to ensure that the necessary provision is made for any pupil who has special needs and those needs are made known to all who are likely to teach them. The SENDCo, Mrs Jill Neilson is responsible for the operation of this policy with the help of a team of teaching assistants.

All teachers are teachers of SEND. We shall use our best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs. This will allow them to be fully included in the activities of the school alongside their peers so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

Partnership with Parents:

Ian Ramsey Church of England Academy will have regard to the SEN Code of Practice 2015 when carrying out its duties towards all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Partnership with parents plays a key role in enabling young people with SEN to achieve their potential. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with SEN will be treated as partners and supported to play an active and valued role in their children's education. They will be given regular reviews of their child's progress and encouraged to take an active part in the devising and implementation of their child's Pupil Support Data sheet.

Stockton's LA Parent Partnership Service provides information and support to parents of pupils with SEND. A wide range of information and advice may be obtained by contacting this independent service. Contact details are 01642 527158

The Voice of the Child:

Young people with SEND often have a unique knowledge of their own needs and their views about what type of help they would like to help them make the most of their education will be ascertained. At Ian Ramsey Church of England Academy pupils will be encouraged to attend reviews and participate in all decision-making processes and contribute to the assessment of their needs, their review and the transition processes. Their views will be sought at every stage and we shall encourage them to take responsibility for their own learning.

Admission Arrangements:

Ian Ramsey Church of England Academy strives to be a fully inclusive school. All pupils are welcome. According to the Education Act 1996 (Section 316), if a parent wishes to have their child educated in mainstream and the pupil has an Education and Health Care Plan (EHCP), the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Identification, Assessment and Provision:

The SEN Code of Practice 2015 recognises that children's needs and requirements fall into four broad areas:

- Communication and Interaction (Speech and Language difficulties, Autistic Spectrum etc)
- Cognition and Learning (General and Specific Learning Difficulties etc)
- Behaviour, Emotional and Social Development (ADHD etc)
- Sensory and/or Physical (Hearing or Visual Impairment, Mobility etc)

Provision for pupils with SEN is a matter for the whole school community.

All teachers are teachers of pupils with SEND:

Teaching pupils with SEND is a whole school responsibility, requiring a whole school response. Central to the work of every class and every subject teacher is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils. The starting point will always be a review of the strategies being used and the way in which these might be developed. The majority of the pupils will learn and progress within these arrangements; however, for pupils with SEND, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

Graduated response:

Ian Ramsey Church of England Academy adopts a graduated response to meet those needs. It may require an initial use of classroom resources before using specialist expertise. When a young person is identified as having SEND, the pupil will be put on the SEN Register and the school will:

- Use information from the Primary or previous school to support the pupil
- Ensure that ongoing observation and assessment provides feedback about the pupil's achievements to inform future planning
- Involve the pupil in planning and agreeing targets to meet their needs
- Involve parents in developing a joint learning approach at home and at school
- Use standardised screening and assessment tools
- Provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum

The intervention will be described as SEN Support.

The triggers for intervention could be concern, underpinned by evidence about a pupil who, despite receiving differentiated learning opportunities

- Makes little or no progress even when teaching approaches are targeted particularly on a pupil's identified area of weakness
- Shows signs of difficulty developing literacy or mathematical skills that result in poor attainment
- Presents persistent emotional and/or behaviour difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

If we conclude, after consulting parents, that a pupil may need further support to help them make progress, we shall consider our reasons for concern alongside any information about the pupil already available to the school. An assessment may be requested from an external agency in order to provide more specialised advice and support for the pupil.

For a few pupils the support given at SEN Support may not be sufficient to enable the pupil to make adequate progress. It may then be necessary for the school, in consultation with parents and any external agencies already involved to consider whether to ask the LA to initiate an assessment for an Education and Health Care Plan. When a request for an assessment is made to the LA, the pupil will have demonstrated significant cause for concern and school will have to provide the LA with:

- The support the school have provided
- An up-to-date Costed Provision Map
- Pupil Support Data sheets
- Records of regular reviews and their outcomes
- National Curriculum attainment levels
- Other assessment data
- Written reports from external agencies
- Views of the parent and pupil
- The involvement of any other professionals
- Any known involvement by Social Services

Depending on the outcome of the request, statutory assessment may take place and the LA may issue an Education and Health Care Plan. Parents will be offered an Independent Parent Supporter to help them through the process.

Annual Review of an Education and Health Care Plan:

All EHC Plans will be reviewed at least annually with parents, the LA, the school and the pupil to consider whether any amendments need to be made to the pupil's needs or to the provision specified in the EHC Plan. The Annual Review will focus on what the child has achieved as well as on the difficulties that need to be resolved. In Key Stage 4 it will prepare for the pupil's transition to post-16 and will involve the Youth Direction Service.

Complaints Procedures:

Please refer to the Complaints Policy on the Academy web-site which is in the Policies section.