



SEN Policy Additional Guidance

This guidance will determine how the school will try to ensure that the necessary provision is provided for any pupil who has Special Educational Needs and that the information is communicated to the adults working with them.

Definition of Special Educational Needs

Pupils have Special Educational Needs if they have a *learning difficulty*, which calls for additional educational provision to be made for them.

Pupils have a *learning difficulty* if they

- Have a significantly greater difficulty in learning than the majority of children of the same age or they are not making the same rate of progress as their peers. These children may be identified through target setting with the class teacher and the Head teacher.
- Have a disability, which prevents or hinders them from making use of educational facilities provided within the school.
- Have a problem with sight, hearing or speech.
- Have emotional or behavioural problems
- Have a medical or health problem

Pupils must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they are taught. The school's Mother Tongue Assessment pack should be used to assess if a learning difficulty can be identified.

(SEN Code of Practice 2014)

Identification, Assessment and Provision

Provision for pupils with SEN is a whole school responsibility. All teachers are teachers of children with Special Educational Needs. Teaching such pupils is a whole school responsibility, requiring a whole school response. Central to this continuous cycle of planning, teaching, assessment is evaluation which takes account of a wide range of abilities, aptitudes and interests of the pupils. The majority of pupils will learn and progress within these arrangements. However, for pupils with Special Educational Needs, there may be a need to provided an enhanced level of provision that supports their learning abilities.

Management

The Role of the SENCo

The SENCo at Alt is Janette Hadcroft. She is supported by Mrs Branwood. The SEN Team work in collaboration with the HT and SLT. The Leadership Team play a role is



'the strategic development of the SEN policy and provision in school, to raise the achievement of SEN'

The key responsibilities of the SENCo include

- Assessing children and determining the Needs of the child
- Providing liaison and advice to other teachers
- Maintaining the SEN register and record keeping of all pupils with SEN
- Liaising with parents/carers of children with SEN
- Contributing to the in-service training of all staff
- Liaising with external agencies including Educational Psychologists, AEN QEST, Medical and Social Services.
- Completing Statutory Work such as Annual Reviews and writing IEP's for children with a statement of SEN
- Managing the team of SEN Support assistants
- Tracking pupil progress and achievement of children with SEN.

Governor Responsibility

The Governor responsible for SEN at Alt Academy is Mrs Janette Hadcroft. This role involves

- Being informed about the relevant documents and legislation
- Reporting back to the governing body regarding SEN issues at Alt

The Principals' Report to Governors includes information on the success of the SEN policy, and significant changes to it, the funding streams and how resources have been allocated. It demonstrates the effectiveness of the schools system of identification, assessment, provision, monitoring, record keeping and the use of outside support services and agencies.

Graduated Response

School will adopt a graduated response to the meeting of Special Educational Needs. This requires the initial use of classroom resources before involving specialist expertise. When a child is identified as having Special Educational Needs, school will record the steps taken to meet the needs of individual children.

Early Identification

Assessment is a continuing process that will identify pupils who may have Special Educational Needs.

The school will measure children's progress by referring to

- Evidence from teacher observation and assessment- including a cause for concern form
- Cohort data and target setting
- Standardised screening or assessment tools.

The class teacher may conclude that the strategies that they are currently using with a pupil are not resulting in the pupil progressing as effectively as possible. At this stage the SENCo will become involved and offer other strategic or additional



resources. Evaluation of these strategies may lead to the conclusion that the pupil requires support over and above that which is normally available within the class. The child will then be placed at **School Action** and consideration will be made how to support that child

School Action

When a pupil is identified as having Special Educational Needs they will be placed on the schools 'Register of Special Educational Needs' at School Action. This stage is identified by interventions, which are additional to and different from the school's usual differentiated curriculum. At this stage, the class teacher will collect evidence and information. A Summary of Additional Intervention will be completed with the child's strengths and areas of need. Parents will be informed of the schools decision and a parental consent form will be discussed and signed. The child will be given working targets that will be reviewed regularly with all adults involved. Parents will be involved in this process through discussion with the teacher at parents evening.

If the teacher feels the child is making reasonable progress and no longer requires additional support they may be removed from the register for SEN. The cohort tracking spreadsheets will be used to monitor the child's SEN status, especially for those children who fluctuate on and off the register.

If the targets have not been met, the class teacher should consider how to narrow the targets into smaller steps. If after review it is decided that the child is not making satisfactory progress then the SENCo should be informed and the decision should be made as to whether the child should move to **School Action Plus**

School Action Plus

Children who are placed at School Action Plus are characterised by the involvement of external agencies, this may include

- Educational Psychologists
- AEN QEST
- The Team for Hearing Impairment
- The Team for Physical Disabilities
- The Team for Visual Impairment
- The Local Health Authority (including Medical officers, paediatricians, SALT, the school nurse)
- Educational Welfare
- Social Services

At this stage the child's strengths and areas of need must be discussed on a multi-disciplinary level and three SMART targets should be set in the form of a IEP. The IEP will consist of about three Small Measurable Achievable Realistic Targets (SMART) The IEP will be reviewed at least once per school term by the SENCo, the class teacher, parents and outside agencies (if their advice is required). The review will focus on the child's progress, the strategies used and the effectiveness of any



additional interventions. The review should state whether the child will revert back to school action, continue at school action plus or move toward SA++ or statutory assessment. The decision to move toward statutory assessment will be a multi-disciplinary agreement with parental consent.

For children with behavioural concerns, it will be useful to provide evidence of a behaviour log and the child's response to interventions. The feedback of the learning mentor is also necessary to consider the effect of their interventions.

Statutory Assessment

If it is decided that the child will be put forward for statutory assessment the SENCo will complete the application and collate the required evidence. The report from the class teacher and examples of summative assessment will be required.

The LA SAMP Panel will then decide if the child is to receive a Statement of Special Educational Needs. (EHC). In order for the child to receive a statement it must be proved that their needs are severe and complex and exceptional across the borough. The evidence must also show that educational provision needed to meet the child's needs cannot be provided within the resources normally available to mainstream schools in the area.

If statutory assessment results in a child having a Statement of Special Educational Needs, the governors are legally responsible for ensuring the funding provided is used for the named child. Once a statement is written and accepted then the SENCo is responsible for ensuring that records are maintained, child's progress is reviewed on a regular basis and that PLP's are in place. The class teacher has the responsibility for planning for the child with access to a broad, balanced and inclusive curriculum.

LA Specialist Teaching Teams

Children at School Action Plus will have contact with relevant outside agencies; to do this a parental consent form must be signed.

The SENCo will liaise with the relevant specialists when necessary. The area co-ordinator for AEN QEST is Hazel Moss and the Educational Psychologist is Debbie Burton. In order for additional involvement a request should be made by the SENCo.

Children who are identified as having Special Educational Needs by the Pre-school Special Needs Service will go through a transition programme where the school and agencies are working together; there will also be a designated handover time which is usually the first review after the child has entered school.

Children who are on the SEN register in year six will also undergo a transition period with the new SENCo from the Secondary School being invited to the child's final review. The child may undergo extra visits to the new school with the aid of a mentor, support staff or the SENCo. The SENCo will forward all the child's records to the relevant Secondary School.



Evaluating SEN at Alt Academy

As part of a continuing process of self-improvement the Principal, Inclusion Leader and SENCo will meet at least once per year to review the provision for children with SEN. This will also be included in the Performance Management cycle. The SENCo will then write an action plan for the forthcoming year to improve provision, identify areas of need and development.