



Special Educational Needs Policy

Document Detail	
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Author:	SENCo
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To be read in conjunction with:	SEN Information Report, Accessibility Policy, Assessment Policy, Anti-bullying Policy.
Compliance	<p>This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:</p> <ul style="list-style-type: none"> • Equality Act 2010: advice for schools DfE Feb 2013 • SEND Code of Practice 0 – 25 (July 2014) • Schools SEN Information Report Regulations (2014) • Statutory Guidance on Supporting pupils at school with medical conditions (April 2014) • The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014) . • Safeguarding Policy • Accessibility Plan • Teachers Standards, 2012

The Special Educational Needs Coordinator (SENCo) at Tidemill Academy is *Amy Herbert* and she has the National Award for SEN (NASENCo award) (Clause 64, C and F Bill 2014)

The SENCO is a member of the Senior Leadership Team (SLT)

You can contact the SENCo by email: inclusion@tidemill.lewisham.sch.uk or phone the school on 02086923470.

Aim

At Tidemill we are committed to raising the aspirations and expectations for all pupils with SEN, the school provides a focus on outcomes for all children and young people. Tidemill Academy is committed to meeting the needs of every pupil at the school. We teach a broad, balanced and enriched curriculum that helps every child reach his or her potential in a healthy, happy and safe environment.

Children with Special Educational Needs (SEN) are highly valued in our school and are supported by a team of experienced teachers and a Special Educational Needs Coordinator. Every teacher is a teacher of every child including those with SEN. We work hard to make sure that a child's individual challenges are being addressed and monitored so that every child makes progress, both academically and emotionally.

Objectives

- Identify and provide for pupils who have special educational needs and additional needs working within the guidance provide in the SEND Code of Practice, 2014.
- Operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- Provide a Special Educational Needs Co-ordinator(SENCo) who will work within the SEN Policy.
- Provide support and advice for all staff working with special educational needs pupils.
- Create an environment that meets the needs of children with SEN in order for them to fulfil their full potential.

Identifying Special Educational Needs

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. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.’ SEND Code of Practice, 2014

There are four categories of SEN that are identified in the ‘SEND Code of Practice.’ The purpose of identification is to work out and plan what actions the school needs to take to support the child.

SEN is divided into 4 types:

Communication and Interaction	Children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
Cognition and Learning	Children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia. Social, Mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
Social Emotional and Mental Health	ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties.
Sensory and/or Physical Needs	Children with sensory, multisensory and physical difficulties.

Tidemill will identify the needs of children by considering the **whole need** of the child, which will include not just the special educational need.

The 'Code of Practice' suggests that children are only identified as SEN if they do not make adequate progress once they have had interventions and good quality personal teaching. The purpose of identifying needs is to work out what action the school should now take, and not to fit a child into a category.

Identifying behaviour as a need is not an acceptable way of describing the special educational need of a child. If there are any concerns relating to a child's behaviour, the behaviour should be described as an underlying response to a need that we aim to recognise and identify.

Children that are identified as having SEN are now put on to **SEN support**, which is a single category of SEN. (This has replaced school action and school action plus)

There may be other factors that may impact on progress and attainment which are not special educational needs these include:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an additional language
- Children who have a Pupil Premium Grant
- Looked After children
- Being a child of a service man/women.

A graduated response

Teachers at Tidemill are responsible and accountable for the progress and development of all pupils in their class. This includes where teaching assistants and specialist staff supports pupils. High quality teaching that is differentiated for individual pupils is the first step in responding to pupils that may have SEN. Additional interventions are used to support children.

The senior leadership team and core subject leaders regularly review the quality of teaching for all children including pupils underachieving. This includes observations, book looks and learning walks. This process includes reviewing and where necessary furthering teachers understanding of strategies to and support vulnerable children and their knowledge of SEND.

Partnerships with parents and carers play a key role in enabling children with SEND to reach their full potential. Parents hold key information and invaluable knowledge and expertise about the needs of their child. All parents at Tidemill are treated as partners and are given support to play an active role in their child's development and education.

Children themselves that have special educational needs have a unique knowledge of their own needs and how they would like to progress. At Tidemill the SENCo regularly meets with the children to gain insight into their views on the support that they are receiving their opinion on their learning. The children are involved in reviewing and setting their targets, where possible.

When responding to a child that may have additional needs we follow the model: Assess, plan, do review.

Assess

When there is a concern raised about any child it is the responsibility of the class teacher to take steps to address the concerns. The teacher will meet with the SENCo and the concerns will be discussed. Further assessments may be carried out depending on the need. The teachers and the SENCo consider all the information gathered from within the school about the pupils progress alongside national expectations of progress. This will include high quality and accurate ongoing assessment.

Plan

The child's classroom teacher with support from the SENCo will decide on the action that needs to be carried out in light of the assessments carried out. This may include:

- specialist equipment and resources
- small group work and tailored intervention
- staff development and training to enhance provision
- support from the learning mentor
- possible 1:1 intervention depending on identified need.

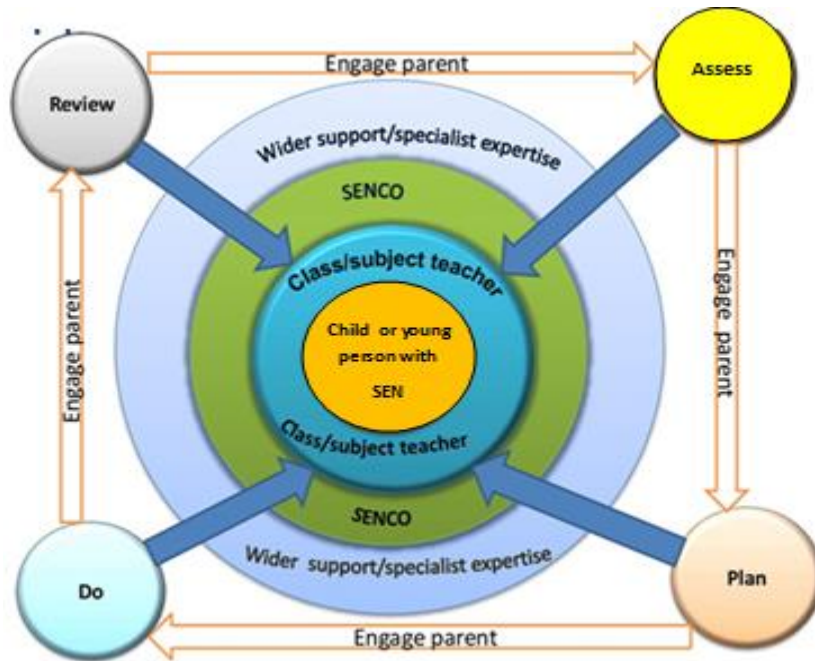
Do

The child's class teacher will be responsible for the child's learning on a daily basis ensuring the delivery of any individualised programmes in the classroom. The SENCo will also monitor the progress of the child.

Review

Class teachers formally assess the children in their class 6 times a year. If a child is making expected or more than expected progress and are at the national expected level they may no longer require additional support. If the child is not making progress despite the extra in class support a review needs to be done. The teacher, will meet with the parents and SENCo and additional support is put in place. The 'Code of Practice' states that pupils are identified as having SEN if they do not make adequate progress despite good quality teaching, adjustment to the curriculum and personalized adjustments. The review may highlight that the child needs extra intervention and with parental permission the child may be placed on the SEND register to receive 'SEN Support.' Outside agencies may be contacted for further support.

The assess, plan, do review cycle is a continuous cycle to support learning.



Outside Agencies Support

Tidemill works with a range of outside agencies including Educational Psychologists, Speech and Language Therapists, Social, Interaction and Communication Team, Looked After Children (LAC) Team, Specific Learning Difficulties and Social Services. We will contact these agencies when we require any additional support and strategies for children on the SEN register.

Tidemill will involve outside agencies if the child:

- continues to make little or no progress in specific areas over a long period despite considerable input and adaptations.
- continues working at National Curriculum levels substantially below that expected of children of a similar age.
- continues to have difficulty in developing literacy and mathematical skills.
- has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning.
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- has on going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Outside agencies will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. Children with continued outside agency support might have individual targets set by specialist. The child's targets will set out strategies for supporting the child's progress. These will be implemented in the normal classroom setting. The class teacher will record the steps taken to meet the needs of individual children through the use of targets, monitoring and review sheets. The targets will be reviewed three times a year with parents and children giving their views.

Education Health and Care Plans

If a child has demonstrated significant cause for concern and has made very limited progress despite a tailor made intervention programme, and parents are in agreement, a request will be made by the school to the Local Authority (LA) to request statutory assessment. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- views of parents and the child
- previous targets for the child
- records of regular reviews and their outcomes.
- records of the child's health and medical history where appropriate
- attainment in literacy and numeracy
- education and other assessments, for example from an advisory specialist support teacher or educational psychologist.

If statutory assessment is successful, an Education, Health and Care plan is put in place detailing:

- views, interests and aspirations of the child and parents
- child's health needs which are related to their special educational needs
- child's social care needs related to their special education needs or to a disability
- outcomes sought for the child
- special educational provision required by the child
- health or social care provision required.

Managing Pupils on the SEN Register

The SENCo oversees the provisions and interventions and monitors their success through rigorous observations and data analysis. Every teacher at Tidemill is committed to the achievement of every child through excellent quality first teaching and tailored interventions, allowing children to fulfill their potential. We manage provision through:

Provision Maps - Tidemill uses provision maps to evaluate the effectiveness of interventions by tracking the outcomes of the interventions. At the beginning of the intervention an assessment to ascertain 'entry' data is carried out. After 6/8 weeks the same assessment is carried out and the 'exit' data provided. Through this data the interventions can be evaluated to ensure that the children are making progress. If the intervention is not having the desired impact it is adapted to ensure that the children are making progress. The provision maps are monitored every half term by the SENCo.

Data Analysis – All the children are assessed on a termly basis. This data is analysed and every child is individually tracked. It is immediately highlighted if any child is underachieving or not reaching their full potential.

Pupil Progress Meeting – Three times a year the senior leadership team, SENCo and class teacher meet to discuss children's progress. During these meetings whole school data is analysed and a collaborative discussion takes place addressing any children/groups that need extra support. Provision maps are also analysed, evaluating the effectiveness of provision for SEN children. If there are any concerns regarding individual children the SENCo will observe the child and contact outside agencies if needed.

Use of parent/pupil questionnaires – These questionnaires are carried out twice a year. Parents are asked to give feedback on various aspects of school life including the progress of their children.

The class teacher will also continuously be reviewing progress throughout lessons and interventions which will shape future learning. This includes questioning, observing and marking. Progress is also reviewed through the entry and exit data on provision maps, class targets and in some individual cases, Individual Education Plans (IEPs).

How do we measure progress?

- Progress is reviewed through target setting, book monitoring, end of year reports and summative assessment periods.
- Termly meetings will be held with the parent and child to assess and review progress for children with SEN.
- Progress is reviewed through regular meetings and reviews with external agencies, the parent and child.
- Additional assessments arrangements are made for children with SEN, where needed. (Extra time, scribes, enlarged prints and the use of different media to assess children that need additional support are available).
- Where necessary we use a range of further assessments to assess reading/spelling age, dyslexia, speech and language, social and emotional difficulties and mathematical difficulties.
- Targeted Reception children are assessed using Speech and Language Link identifying areas of language that they may find challenging. Interventions are then put in to place depending on the results of the assessments.

Criteria for exiting the SEN Register

Children are taken off the register after stringent analysis and collaboration with parents, class teachers and outside agencies if appropriate. We will analyse:

- If progress is made and gaps in learning have been filled and the child is in line with their peers
- If the interventions and support has been successful in raising attainment.
- If a child's emotional or behavioural difficulties are no longer affecting their academic progress and well being.
- If the child has made significant improvement (depending on their needs) and no longer requires extra support to make progress.

Supporting pupils at schools with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. 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 children may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.

The school has a policy for 'Supporting Pupils at School With Medical Conditions', which can be requested at the school office.

Monitoring and Evaluation of SEND

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all children.

Governors

On a regular basis the SENCo will provide information to the governing body as to the number of children identified as receiving special educational support as well as any children for whom a statutory assessment has been requested. They will report on any whole school developments in relation to SEND and will ensure that governors are kept up to date with any legislative or local policy changes.

The SENCo will meet with the SEND governor to discuss SEND and any concerns and updates. The SEND governor will lead governor monitoring of the SEND policy through sampling, observations and other procedures to be agreed annually.

School Monitoring

At Tidemill school, we regularly and carefully monitor and evaluate the quality of provision we offer all children. This happens through regular audits, observations, evaluation of assessments of progress, appraisal, pupil progress meetings, sampling views of parents, pupil voice, external moderation and children and staff and meetings with the SEND governor.

Whole school monitoring and evaluation procedures include sampling of work and observations. Outcomes relevant to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice.

SEND resources and professional development

The SENCo is allocated a budget to manage the SEND within the school.

We have a dedicated team of teaching assistants who are funded from the school budget and deliver programmes designed to meet groups of children's or individual children's needs. We also have additional intervention teachers supporting vulnerable children in KS1 and KS2. Some learning support assistants work on a 1:1 basis with named children who have been allocated Education, Health and Care Plans.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all children, all staff undertakes training and development. Staff training is identified by various means including data analysis, carrying out an audit of needs and through the appraisal process. Following this, training is then put in place. Staff are also given specific training if they are working with a particular need (eg ASD, Speech and Language). This may be from internal or external staff with specific skills and knowledge.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo. The SENCo attends the local SEN cluster meetings in order to keep up to date with local and national updates in SEND.

Roles and Responsibilities

All staff at Tidemill are responsible for children with **SEND**.

- SENCo (Amy Herbert)
- SEND Governor (Graham Johnson)
- Designated Safeguarding: Deputy Head (David Petty) and the Family Liaison Officer (Leticia Holland)
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- Pupil Premium Grant: Deputy Head (Kellie Sou)
- LAC funding: Deputy Head (David Petty)
- Medical Needs: SENCo (Amy Herbert)
- Learning Mentor (Jack Brown)
- Place2Be Project Manager (Paula McKee)

Other Information

Supporting pupils and families

Lewisham local offer

<http://www.lewisham.gov.uk/myservices/education/special-educational-needs/Pages/Local-offer.aspx>

Tidemill's SEN Information report

Available on the school website or by using the following link -

<http://www.tidemill.net/downloads/SEN%20Information%20Report%202014-2015.pdf>

Kaleidoscope Children's centre

<http://www.childrenfirstlewisham.org.uk/kaleidoscope>

Admission arrangements Lewisham

<http://www.lewisham.gov.uk/myservices/education/schools/schooladmission/Pages/default.aspx>

Tidemill's Admission Policy

Available on the school website or by using the following link -

<http://www.tidemill.net/downloads/Admissions%20Policy%202016-2017.pdf>

Storing and Managing Information

All documents relating to a child's SEN is stored in a locked office. It is only shared with relevant professionals within school and external professionals with permission from the child's parents unless it is in relation to safeguarding. This is in line with the school's Confidentiality Policy.

http://www.tidemill.net/downloads/Data_Protection_and_Information_Security_Policy_and_Procedure.pdf

Accessibility

The DDA, as stated by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Schools are required to produce accessibility plans for their individual schools and LAs are under a duty to prepare accessibility duties covering their maintained schools in their area.

Tidemill Academy is a DDA compliant building.

http://www.tidemill.net/downloads/Accessibility_Policy_and_Plan.pdf

Dealing with Complaints

At Tidemill we aim to create a positive and inclusive environment and strive for all the children to feel happy and supported. However if a parent or carer has any concerns the SENCo is available at any time to discuss any matters.

If you would like further information on Tidemill's policy for dealing with complaints you can follow this link.

http://www.tidemill.net/downloads/Complaints_policy_procedure.pdf

Anti-Bullying

Tidemill deals with bullying very seriously. There are many strategies embedded in the school to help prevent bullying and to create a positive environment. These include:

- Education and understanding of agreed Tidemill values including respect, tolerance and empathy;
- Place2be, which runs a drop-in counselling service at lunch times that quickly identifies any children that might feel vulnerable;
- a quiet zone in the playground where children can go if they feel that they need a break from the main playground;
- social skills groups and interventions to support children with ASD in the playground;
- individual playground timetables to support children with SEN at playtimes;
- and PSHE and assemblies addressing bullying.

http://www.tidemill.net/downloads/Anti-bullying_Policy.pdf