

# **Jerry Clay Academy**



## **Special Educational Needs and Disability Policy**

**September 2017-18**

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## Context

The policy is written at a time of great change in Special Educational Needs and Disability (SEND) legislation and reflects the improvements made over the last 2 years in provision for pupils with SEND. It is written in accordance with the new 2014 Code of Practice and acknowledges that the policy will need to be kept under close review to accommodate the continuing legislative changes expected in 2014.

## Ethos

Jerry Clay Academy aims to provide an inclusive curriculum that provides equality of opportunity and high achievement for all children regardless of age/ gender/ background/ disability. Our policy aims to enable pupils with SEND to reach their full potential and be fully included in their academy community. We welcome all children, within our catchment area, no matter what their needs.

It is our policy to write and review separate individual education plans (IEPs) only for children with low-incidence, complex learning difficulties or disabilities, where a number of different agencies are involved. We do not use IEPs for children with high-incidence needs. External research evidence and our own self-evaluation have shown us that these are not effective in raising standards for our pupils or promoting their wellbeing. Instead for these pupils we use a Learning Profile, and expect, in accordance with government guidance, teachers to make specific reference to these pupils and how their learning will be supported in their short term planning and target setting.

## Definitions

This definition is taken from the indicative draft of the 2014 SEN Code of Practice.

Definition of Special Educational Needs

**“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory academy age or a young person has a learning difficulty or disability if they:**

- (a) Have significantly greater difficulty in learning than the majority of others of the same age: or**

**(b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream academy's or mainstream post 16 institutions."**

The Equality Act 2010 definition of disability is:

**"A person has a disability for the purposes of this Act if (s) he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities."**

This SEND policy details how Jerry Clay Academy will make provision for pupils who have SEND and how these needs will be made known to all those who teach them, and their parents and carers . Wherever possible the academy will use systems already in place for the tracking and support of all pupils as a whole academy approach to achievement for all. The academy will have regard to the current code of practice, the cluster SEND policy and will prepare to use new legislation and policy as soon as practically possible after its publication.

The academy will endeavour to work in partnership with parents/carers and share all information and plans, explaining the processes for supporting pupils with SEND both within academy and from partner organisations. We recognise that parents/carers hold key information and have knowledge and experience which is vital to meeting a child's need and finding the best ways to support them. We also acknowledge that parents/carers can find these processes bewildering, frustrating and complex and seek to navigate them together.

## **Children with Disabilities**

Jerry Clay Academy is committed to developing every child's potential irrespective of any disability they have. We recognise that every child has different needs and we aim to ensure an appropriate education. We welcome visits to the academy from any prospective children and parents, and feel this is especially important for children with disabilities so we can plan to meet their needs.

At Jerry Clay Academy all areas of the academy are accessible by wheelchair. A detailed accessibility plan is available from the academy office. We strive to ensure that all children have equal opportunities to access the full curriculum. It is the academy's policy to identify Special Educational Needs as early as possible in a child's academy career and mostly to cater for their needs within the class group. Physical and sensory

needs are also monitored. The provision we make for children with disabilities are detailed in the SEND policy and we are happy to discuss the policy and children's needs with parents.

## **Communication**

The academy understands the need for clear communication of pupil's need, both to parents and other agencies. The academy will endeavour to make sure that all information is shared in a concise, timely way and in a spirit of co-operation and partnership. To aid this the SENCo will keep accurate records for all pupils on the SEN register, will ensure that copies of all advice and reports are shared and explained to relevant parents, teachers and support staff and will provide such information as is needed by the cluster for strategic planning and funding decisions.

## **Working with the cluster**

The academy values the close ties and working relationship that have been forged by the cluster SENCo network and with the SEND working party and will follow the agreed cluster policy with regard to information sharing and funding.

## **The Role of the SENCo**

The responsibilities of the SENCo include:

- Overseeing the day to day operation of the academy's SEN policy.
- Co-ordinating provision for children with SEN including selection and evaluation of interventions.
- Liaising with and advising fellow teachers' and support staff.
- Managing Learning Support Assistants
- Overseeing the records of all children with SEND.
- Liaising with parents/carers of children who have SEND.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the Local Authorities Child Educational Psychology and Support service, Health and Social Services and the cluster SENCo network.

Tracking the progress of pupil with SEND, analysing trend and reporting on this to SLT, Governors and Ofsted

- Monitoring the quality of provisions made for children with SEND.
- Monitoring the quality and accuracy of Individual Curriculum Plans, Individual Education Plans and Learning Profiles/profiles.
- Providing information to governors regarding pupils with SEND.
- Maintaining an accurate register of pupils with SEND and sharing this information as necessary with the cluster.
- Maintaining accurate provision maps.
- Being an advocate for pupils with SEND and their families.
- Maintaining a bank of information and strategies for common Special Educational Needs.

## **Identification and Assessment**

Pupils are assessed on entry using the EYFS baseline assessment. The Academy assesses both progress and attainment for all pupils termly through Pupil Progress Meetings. These meetings are used to discuss pupils who are not making expected progress or reaching expected attainment targets and considering the reasons for this. At this point a child may become part of a focus/target group to see if their progress or attainment can be improved. This follows the 'assess-plan-do-review' model, as identified in the 'target children entry and exit policy'. If, after a sustained attempt, sufficient progress is not made teachers, SENCo and parents/carers will be involved in the decision as to whether to identify a child as having a Special Educational Need or Disability (SEND) and place him or her on the register of Special Educational Needs. Children will only be placed on the register if it is felt they have a definable SEN or disability and not simply because they fail to make progress or at the lower end of the ability range (see definition of SEN above).

At this point children will:

- Have a Learning Profile or a Pastoral Support Plan (very occasionally both) outlining their strengths and needs and how these are best met by adults working with them. Children with the most complex needs will have an Individual Education Plan and may have an individual curriculum.
- Receive support or interventions appropriate to their needs.
- May be referred to other professionals such as the Advisory Learning support teacher, Educational Psychologist, Child and Adolescent Mental Health Service (Camhs), NHS services and, social care for specialist advice. Consent for this will always be sort from parents/carers before referrals are made.

If there are sudden, dramatic changes in a child's needs outside of this termly framework, children may be identified as having SEND through discussion with parents, teachers and the SENCo.

Where children transfer into the academy who have already been identified as having SEND the academy will have due regard to the assessment and actions of the child's previous academy. The academy will seek to meet with parents and obtain appropriate records as promptly as possible. It is expected that in most cases this need would continue to be recognised.

## **Register of Special Educational Needs:**

The register of SEN is split into two categories; children receiving academy support and children who have an Education, Health and Care Plan.

### **'Academy Support'**

Once it has been established that a child has a Special Educational Need or Disability the child will be placed on the Academy's SEND register at the 'academy support' stage. Children may be removed from the register when no further support is needed. Parents and Carers will be informed of these decisions. Based on their

primary barrier to learning, children will be identified under one of the following categories of need:

'communication and interaction', 'cognition and learning' and 'physical and sensory'.

The triggers for putting a child on the SEN register will be: concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes:

- Little or no progress even when teaching is targeted in a child's identified area of weakness.
- Shows signs of difficulty in developing basic reading, writing and maths skills which result in poor attainment in other curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the academy's behaviour management policies.
- Has sensory or physical problems and has difficulty making progress despite specialist equipment.
- Has communication and/or interaction difficulties.
- Has a medical need.

If the academy feels further support or identification is needed, the class teacher and SENCo may decide to request support from an outside agency. The academy currently works with a number of outside agencies whose services they have bought into; either as part of the cluster arrangements or as an individual academy, as well as statutory and voluntary services. These include, but are not restricted to, Local Authority Core Offer for Child Psychology and Advice, Speech and Language Therapist, Social Services, NHS services and CAMHS

## **Learning Profiles for children at 'academy support'**

The academy acknowledges the research that has shown the IEPs are an ineffective way of planning for Pupils with SEND when use injudiciously. The academy has developed a system of Learning Profile instead.

Most children at 'Academy Support' on the SEN register will have a Learning profile which will be shared with parents during Learning Conversations alongside an individual copy of the provision map showing which interventions will be accessed. A few children with the most unusual or complex difficulties will have an Individual Education Plan. This will be a professional decision taken by the SENCo in conjunction with the class teacher.



For the majority of pupils a Learning Profile will be written by the class teacher and the pupil, with advice where necessary from the SENCo. The Learning Profile details the child's strengths, their areas of weakness and the support that should be offered by all adults working with the child. This might include specific instructions about seating or classroom layout, detail the scaffolds or specialist equipment to be used by the child and should list any interventions the child is receiving along with start/stop date. Learning profiles are the property of the child and should be kept in a safe place in their own classroom. Learning Profiles should be taken to any intervention groups and the learning intention and outcome recorded by the child. It is the class teacher's responsibility to ensure this happens.

Learning Profiles, Pastoral support plans and IEPs will be reviewed regularly. In the case of IEPs this should be every half term, whereas Learning profiles need reviewing either when the provision made for a child changes or the child's need change. Learning Profiles should be reviewed twice yearly in October and May if no other reviews are needed.

All individual plans whether LP/PSPs or IEPs will be shared with parents during Learning Conversations, these should form part of the discussion of the child progress. Copies of all Learning Profiles should be retained by the class teacher and placed in the child's records in a separate folder. These Learning Profile and IEPs form a vital part of the evidence of children's progress and will be used as evidence when making referrals to outside agencies.

### **Pastoral Support Plans for children at 'academy support'**

Pupils who have significant behavioural or nurture needs will have Pastoral Support Plan (PSP). PSPs are written in consultation with the child, their parents/carers, the class teacher and TA (where appropriate) and work in much the same way as a Learning Profile. It is possible that where a pupil has a learning difficulty or disability as well as a need for nurture support they might have both a LP and a PSP. The SENCo is responsible for the monitoring of PSPs.

### **Individual Education Plans for children at 'academy support'**

Where a child's needs are unusual in nature or particularly complex they will have an Individual Support Plan. This will be mostly pupils who have an Education, Health and Care Plan or for whom the academy is considering requesting a statutory assessment for an Education, Health and Care Plan. IEPs should give one clear SMART target for the subject area in which the child is having difficulties, for example English. If a child is experiencing difficulties in more than one core subject area, an IEP should be written for each area of difficulty. Current IEPs should be kept with the teacher's short term plan and then at the end of the period transferred to the child's personal record. IEP should be shared retrospectively each term with parents, ideally at the Learning Conversation. Further advice on writing IEPs and Learning Profiles is given in Appendix 2.

## **Interventions**

The intention of intervention is to support progress for all children; we believe that interventions should be a short term measure, not a way of life. Our whole academy approach means that interventions will be provided to meet the needs of the pupils currently within academy whether they have been identified as having Special Educational Needs or need targeted support as part of a focus group. The interventions will be mapped on a provision map which will be shared with our cluster partners, parents, teachers and, where appropriate, children. This provision map has 3 purposes;

1. As a plan to ensure pupil's needs are met.
2. To inform all staff of which children are receiving which interventions and supports.
3. To communicate to parents/carers and other agencies the support that pupils are receiving.

These are not exhaustive and may be subject to change depending on the needs of the pupils and their measured effectiveness. Support is also provided in class, in small groups, by the Intervention TA and on occasion one-to-one support may be required. Children's progress whilst in intervention is tracked through thorough assessment of their progress. Teachers, support staff and children should use the child's Learning Profile or IEP to record learning and outcomes as a record of achievement and to ensure that all adults.

## Monitoring Children's Progress

As outlined in 'Identification and Assessment' the academy's tracking systems for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. At this point a decision may be made to identify a child as having Special Educational Needs or a Disability.

If necessary, the child will be assessed using the Catch up Maths assessment for maths, or Salford reading test and Young's spelling test for English. The purposes of this are:

- To give further information about a child.
- To identify possible gaps in their understanding
- To allow assessment of the effectiveness of interventions both for the individual child and for groups of pupils.
- To act as a benchmark from which to track progress

Adequate progress can be defined in a number of ways. It may be progress that:

- Closes the attainment gap between a child and their peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment baseline but much less than that of their peers (The 2010 progression guidance document will be used to establish this).
- Demonstrates improvements in the child's behaviour.
- Ensures full access to the curriculum.
- Demonstrates improvement in self-help, social and personal skills.

## **Register of SEN- Education, Health and Care Plans**

A request for an Education, Health and Care Plan will be made where there is significant cause for concern about a child's progress despite prolonged and sustained support at 'Academy Support'. The academy will provide evidence to the Local Authority of the child's needs, the actions taken to support these needs and their outcomes. This may include:

- Learning profiles and IEP's/PSPs
- Records of reviews of interventions and their outcomes.
- Information about the pupil's health needs.
- Information about attendance
- National curriculum or P-levels
- Reading spelling and maths ages tracked overtime.
- Any advice received from or assessment by other agencies, e.g. educational psychology or advisory teacher.
- The views of the child and parent/carer
- Information from health or social care colleagues
- With the families consent, action plans drawn up during the Family Support Process.

It is expected that by this time there will be a substantial body of evidence relating the child, their needs and how these have been addressed.

## **Statutory Assessment for Education, Health and Care Plans**

Statutory Assessment involves consideration by the Local Authority, working co-operatively with the child's parents/carers, the child's academy and, as appropriate other agencies involved with a child's needs. A child may be referred for assessment by the academy, the parent/carer, or by another agency working with the child.

Where the evidence presented suggests that a child's Special Educational Needs or Disability has not

responded to relevant and purposeful measures taken by the academy and the external specialist consulted by the academy, and may call for specialist provision not normally available in mainstream Academy, the LA will consider the case for Statutory Assessment. Once a decision has been taken to carry out Statutory Assessment any further specialist advice will be gathered and considered before a decision is made to provide an Education, Health and Care Plan. The local Authority will inform both the academy and parents whether a statutory assessment is to be made. A request for assessment does not always lead to an assessment being granted, this rests on the needs of the child, the exhaustive use of all other available support, and the quality of the evidence supplied.

## **Education, Health and Care Plan**

An Education, Health and Care Plan will include:

- The pupils name, address and date of birth.
- Details of all the pupils special needs.
- The Special Educational Provision required to meet the pupils' needs.
- The type and name of the academy where the provision will be made.
- The relevant educational needs of the child.
- Information on the non-educational provision.
- The global targets for the child.

The child's short term target will be set out in an IEP/PSP after consultation with the parents/carers and child and will include work towards the targets set out in the statement.

## **Annual Review of Education, Health and Care Plans**

All Education, Health and Care Plans will be reviewed at least annually with the parents/carers, child, the LA, the academy and any other professional involved. All those involved will consider whether any amendments need to be made to the EH&CP either in its description of the child's needs or the provision to be made. The annual review will focus on the child's achievements as well as on any difficulties that need to be resolved. At the Year 5 review, the aim will be to give clear recommendations as to the type of provision the child will

require at secondary academy. The SENCo of the receiving academy will be invited to attend the final review meeting at the primary phase to allow for effective transition.

The SENCo is responsible for preparing and collecting all documents and advice relating to the review and chairing the meeting. The SENCo will ensure that all documents are shared with all those working with the child at the completion of the review. The SENCo is also responsible for providing the LA with copies of the review document in accordance with the LA publish procedures.

An early annual review can be requested at any time by the child's parents/carers and should be called by the academy where there is a sudden significant change in the pupils needs.

This policy has been written in line with our Equalities policy which is available on our academy website.

Next review –September 2018



















