

Special Education Needs Policy

At Corngreaves Academy, we welcome everybody into our community. The staff, governors, pupils and parents work together to make school a happy, welcoming place where children can achieve their full potential and develop as confident individuals. We provide a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment. At Corngreaves, we believe that every pupil should be supported to fulfil their potential in their academic, emotional, social and physical development. This policy reflects the school's commitment to supporting the wide range of special needs that children may experience either short term or long term.

Definition of Special Educational Needs and Disability

The Special Needs Code of Practice (2014) states that a child or young person has a special educational need or disability if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

What kinds of special educational needs might the children at Corngreaves Academy have?

Special educational needs and provision can be considered as falling under four broad areas of need:

- Cognition and Learning;
- Communication and Interaction;
- Social, Emotional and Mental Health (previously Behavioural, Social and Emotional Difficulties);
- Sensory and/or Physical.

Cognition and Learning

Support for learning difficulties may be required when children and young people 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), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and 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. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Communication and Interaction

Children and young people 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. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which 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, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities

generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

The aims of our SEND Policy and Provision

In line with the principles of the Code of Practice for Special Educational Needs (DfE 2014) and the SEN and Disability Act (2001) our aims are to ensure:

- All children are given equal access to the curriculum and that each child's achievements are valued;
- We identify and access children with SEND as early as possible;
- All procedures for identifying children with SEND are known by everyone;
- There is involvement of the parents at every stage;
- We provide differentiation within a balanced and broad curriculum in a way which supports children with SEND;
- Records follow the child through the school which are clear, factual and up to date;
- We raise staff awareness and expertise through INSET;
- There are adequate resources for SEND;
- We maintain close links with the support services, other schools and agencies.

The name of Corngreaves's SEND Co-ordinator (SENCO):

The person responsible for co-ordinating the day-to-day operation of the SEND policy is Sarah Green. The SEND designated governor is Andrew Burns.

Arrangements for co-ordinating provision for children with SEND

The **SENCO** is responsible for:

- The day to day running of the SEND policy, in conjunction with the Headteacher;
- Liaising with and advising all staff members including teaching and support staff;
- Maintaining the Special Needs Register and updating SIMs;
- Co-ordinating the provision for children with Special Needs and writing a termly whole school provision map;

- Co-ordinating the efficient administration of the systems for identifying, assessing, monitoring and record keeping for children with SEND;
- Contributing to in-service training for staff;
- Liaising with outside support services, agencies and voluntary bodies, including Inclusion Support, Speech and Language, Sensory Impairment, the Education Welfare Service, Social Services, CAMHS etc;
- Assisting class teachers with writing Individual Provision Maps (IPMs) in consultation with other staff members (e.g. specialist teachers, LSAs/LSPs) and parents, where appropriate;
- Maintaining close links with all parents of children with SEND;
- Co-ordinating Annual Reviews for children with Educational Health Care Plans (EHCP);
- Completing the paperwork for a new EHCP application;
- To monitor the school's SEND provision and make any improvements as necessary;
- Work closely with the Headteacher.

The **Headteacher** is responsible for:

- Overseeing and assisting with the efficient implementation of the SEND policy;
- The allocation and effective use of the SEND Budget;
- Once a child has been entered on the SEND Register, formal records are kept in individual files, in each class;
- Records are accessible to all teachers and professionals;
- Current IPMs are kept in SEND Folders which each class teacher has. IPMs from previous terms are also kept in these folders;
 - Class teachers of EHCP children have an up to date copy of the current EHCP in their files;
- Working closely with the SENCO.

The **Class Teacher** is responsible for:

- Having an awareness of the needs of all their pupils and deliver an appropriately differentiated curriculum to cater for their needs. They have overall responsibility for ensuring the progress of children with SEND;
- Raising a concern/request a child be placed on the school SEN register, if appropriate;
- Gathering initial information after raising a concern;
- Writing and evaluating termly Individual Provision Maps (IPMs) including sharing these with parents and children;

- Ensuring that pupils are aware of new targets and that they have a clear understanding of what they are to achieve and how;
- Ensuring that parents and children sign the IPMs;
- Engaging with the SENCO and outside agencies regarding all children with SEND and implementing any advice given;
- Effectively deploying support staff to ensure quality practice and support for children with SEND;
- Ensuring that IPM targets for children are reflected in Wave 1 teaching;
- Using the school's SEND assessment systems and reporting on the standards and progress of all SEND children in their class;
- Keeping parents informed.

Admission Arrangements

Corngreaves Academy's admission arrangements are published separately and in line with Sandwell's Admission Policy.

Any SEND specialisms and any special units

The school is not currently running any specialist units. However, the school has previously run a KS1 and KS2 Nurture facility.

Facilities for children with SEND

The Base is a quiet space which can be used for withdrawal teaching or as a break out space. As an inclusive school, work stations are used in all classrooms to include children with SEND in high quality, Wave 1 teaching.

Information about Corngreaves's policy for the identification, assessment and provision for all children with SEND

The allocation of resources to and amongst pupils with SEND:

- LSAs or LSPs are employed to work in class rooms to support children (Wave 1);
- LSAs or LSPs are employed to deliver Wave 2 and Wave 3 interventions;
- LSAs or LSPs are employed to support children who have an EHCP

Identification and assessment arrangements and review procedures

We aim to identify children with special educational needs as early as possible in their school career. To this end, the SENCO meets each class teacher at least once a term to discuss any problems that might have arisen and any change in the needs of the class. At

Corngreaves we operate a Graduated Response to SEND through the use of universal, targeted and specialist support. Once a teacher has expressed concern about a child, the SENCO records that concern and makes arrangements for the teacher to monitor the child's progress until the next meeting or sooner if the concern continues. Once this concern has been registered, the class teacher will work closely with the child in the normal classroom context, observing the child's progress and behaviour and ensuring any extra help available will be targeted for the child. There will also be informal consultation with the parent/carers. If the class teacher is still concerned after a period of monitoring, a decision will be made for the class teacher to meet with the parents for consultation about the child's needs. A decision may be reached at the meeting to begin Wave 2 support.

Wave 2

When a class teacher or the SENCO identifies a child with SEND, the class teacher should provide interventions that are additional to and different from those provided as part of the Corngreaves's usual differentiated curriculum offer and strategies. A child will progress to Wave 2 if they:

- Make little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- Show signs of difficulty in developing English and mathematics skills which result in poor attainment in some curriculum areas;
- Present persistent emotional or behavioural difficulties;
- Have sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- Have communication and or interaction difficulties.

Children at this stage should be offered extra support from within the school's resources, within the context of an Individual Provision Map (IPM). The IPM should contain:

- The teaching strategies to be used;
- The provision to be put in place;
- Success and or exit criteria;
- Outcomes.

Wave 3

Inclusion Support should be involved in considering whether to proceed to Wave 3. They should be provided with up to date information about the pupil, including all previous and current profiling forms and IPMs which serve as referral information. If after advice from Inclusion Support, the school and parents consider that help is needed from Inclusion

Support, the SENCO completes form IS1 requesting support. At Wave 3, external support services, both those provided by the LA and by outside agencies, will usually see the child in school, if that is appropriate and practicable, so that they can advise teachers on writing new IPMs with fresh targets and accompanying strategies. A child will progress to Wave 3 if they:

- Continue to make little or no progress in specific areas over a long period;
- Continue working substantially below that expected of children of a similar age;
- Continue to have difficulty in developing English and mathematics skills;
- Have emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme;
- Have sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- Have an on-going communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

Education and Health Care Plan (EHCP)

Before requesting an EHCP, schools should be able to demonstrate the processes and interventions put in place at Wave 2 and 3 to support the child in order that they can make progress; costs of support will be in excess of £6,000. This SEN Handbook contains a wealth of advice and the Assessment and Moderation Panel will expect to see evidence that it has been utilised prior to requests for EHCP being made. A key part of the EHCP process is a Community Assessment Meeting (CAM) which is intended to gather parents and professionals to share their knowledge and understanding of and with the child or young person and decide the outcomes they will strive for in terms of employment, friends and living in the community and independence. A CAM must be held before requesting an EHCP. The EHCP paperwork is sent to the LA SEND Department where, in consideration with similar documents from other involved professionals, a decision is made whether or not to issue an EHCP. Provision is then made by the LA dependant on the particular needs of the child.

The integration of children with SEND within the school as a whole

At Corngreaves Academy, we are committed to the LA's policy of inclusion where we believe that we can cater appropriately for a child's SEND. We are always keen to ensure that a child with SEND has the right adult support and is in regular contact with the Inclusion Support. Our ultimate goal is to equip the child to work independently and to be

prepared for their next stage of education. With that in mind, all staff have very high expectations of children with SEND.

Criteria for evaluating the success of the SEND Policy and Provision

The policy is reviewed where there are changing circumstances and at least once every two years. The next planned review will be Spring 2019. INSET needs are reviewed regularly. Staff meet annually with the Headteacher to identify their individual INSET needs. The SEND Governor visits the school to monitor the progress and provides feedback to the Governing Body. Monitoring will consider the following:

- Is there effective communication between staff, parents and SEND coordinator?
- Is the IPM addressing the needs of the child? Do the children know their own targets? Are they achieving?
- Are we identifying children's difficulties early and quickly?
- Do we make full use of our SEND resources?
- Are parents happy with the provisions for SEND children?

In addition, the success of the SEND Policy and Provision will be reflected in the following:

- The results and analysis of all interventions;
- The number of exclusions from the school;
- The results and analysis of SATs and teacher assessments;
- The views of the staff, parents and the Governing Body;
- The number of children whose needs are being met and who move down or off the different stages;
- The results and analysis of termly SEND teacher assessments using school assessment system;
- The numbers of SEND children meeting their end of year set targets;

Arrangements for considering complaints about SEND within the school

We aim for a close working partnership with parents and, if parents are anxious about any aspect of their child's education, they can approach the school at any time. Informal complaints can be discussed with the class teacher. Formal complaints can be discussed with the SENCO and/or the Headteacher in the hope that a satisfactory resolution can be found. The Governor with responsibility for Special Needs may be consulted. If parents are dissatisfied after these stages, they can make a written complaint to the Chair of Governors. A committee of the Governing Body may then be convened to hear the complaint.

Information about the staffing policies and partnership with bodies beyond the school- Corngreave's arrangements for SEND in-service training (INSET)

We recognise that teaching and non-teaching staff will need in-service training on aspects of SEND in order to update policy and inform practice. It is envisaged that regular INSET each year will be set aside for SEND training as well after school meetings. Safeguarding, Behaviour and SEND policies will be reviewed regularly. Staff working with children with SEND attend meetings and training organised by Inclusion Support, where appropriate.

Use made of teachers and facilities from outside the school, including support services

- An annual and an interim Service Agreement Plan (SAP) meeting is held with Inclusion Support, the SENCO and the Headteacher to determine the pattern of work, support and visits for Inclusion Support for the coming academic year.

- Our Learning Support Teacher is Bronwen Andrews.
- Our Social, Emotional and Mental Health Teacher is Michelle Hill.
- Our Educational Psychologist is Jennifer Scott
- Our Specific Learning Difficulty (SPLD) Teacher is Hilary Woodall
- Our Complex Communication and Autism (CCAT) Teacher is Keri Hardy

They visit school based on the requirements of the school identified in the SAP meetings and in consultation with the SENCO. When they visit they may:

- make individual assessments;
- meet with parents;
- meet with class teachers;
- meet the SENCO and discuss individual children.

Arrangements for partnership with parents

Parents are partners in their child's learning and that is why we operate an open-door policy at all times. In addition to this, parents are welcomed to VIP assemblies and other parent workshops, to work alongside children in the classrooms and on visits, thus supporting co-operative and collaborative learning. Parents are asked into school three times each year for a Parent Consultation Meetings. Parents are involved at every stage of SEND profiling system. We believe it is essential to have a good dialogue with parents of children with SEND and value the information and insight they can provide us with. We encourage parents to contact us with details of any medical conditional which might affect

their child's education and to plan with us to meet any such needs. We particularly ask parents to contact us after their children have had any appointment with a medical professional to ensure we best meet the needs of their child.

Links with other mainstream and special schools, including arrangements when pupils change schools or leave schools

Corngreaves has established links with a number of secondary schools. When children on the SEND Register transfer to secondary school, the SENCO and the Year 6 teacher meet with the SENCO of that school. All the SEND information is passed on to the receiving school. Similarly, if a child transfers to another primary school, any SEND information and child protection concerns are passed on. The SENCO will make contact with the SENCO of that school if further information is needed. If a child is transferring to a special school, we make arrangements for the child to visit the school beforehand, with their identified LSA or LSP, with if possible with the Head or the SENCO.

Links with health and social services, educational welfare services and any voluntary organisations

We have links with:

- Inclusion Support;
- Speech and Language, Occupational Therapy, Physiotherapy, Sensory Impairment;
- Preventing Primary Exclusion (PPE Team);
- The Orchard Special School;
- CAMHS and Sandwell's Wellbeing Hub;
- School Health;
- Children's Services

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Author: Sarah Green