



Special Educational Needs and Disability (SEND) Policy (2016)

Four Acres Academy is an inclusive school which strives to meet the needs of all pupils in a safe and nurturing environment. It is our belief that all pupils have the right to an education which will enable everyone to achieve their greatest potential. We aim to provide special educational provision when and where required that is ‘additional to and different from’ that which is within the differentiated curriculum. This is in response to the new SEND Code of practice (September 2014).

Aims and Objectives

At Four Acres Academy we aim:

- To instil a love of learning in all pupils.
- To create a learning environment which meets the special educational needs of all pupils, allowing them equal access to the curriculum.
- To adjust the curriculum within a reasonable capacity to enable all pupils to have full access to all aspects of the curriculum.
- To work in partnership with parents, carers and pupils to ensure that their views are listened and responded to.
- To ensure that the appropriate support is implemented following advice from outside agencies.
- To consult with health and social care to ensure that pupils with medical conditions are fully included in school activities.
- To work within the guidance of the SEND Code of Practice, 2014.
- To provide equal opportunities for all pupils, including those with SEND.
- To ensure that all achievements are monitored and celebrated.
- To work collaboratively and in partnership with the Local Authority and all outside agencies to ensure that there is a multi-professional approach to meeting the needs of vulnerable learners.
- To provide support and advice for all staff working with pupils with SEND.

Identifying Special Educational Needs

*A child or young person has special educational needs if he/she has a learning difficulty or disability which calls for special educational provision to be made for him/her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to or different from that generally made for others of the same age in a mainstream setting in England. **SEND Code of Practice 2014.***

The new SEND Code of practice identifies four main areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

A pupil may have needs in one or more of these areas. Identification is essential in ensuring that the needs of the individual are provided for. All pupils with an identified special need will be placed on the schools SEND list and an Individual Education Plan will be written.

Provision

Provision for pupils with SEND is a matter for the whole school: the governing body, head teacher and all other members of staff. Class teachers and teaching assistants have important day-to-day responsibilities.

The class teacher and Special Educational Needs Co-ordinator (SENCo) will gather relevant information from parents/carers, health care professionals and social care, as appropriate, to ensure that a full picture of any pupil's needs is regarded when setting provision. The class teacher and the SENCo will work together to ensure that:

- An appropriate curriculum is implemented.
- Identify support needed in and outside of the classroom.
- Conduct observations and assessments to enable relevant feedback to allow planning for the next steps in learning.

The Role of the Special Educational Needs Co-ordinator (SENCo)

At Four Acres Academy the named SENCo is Mrs Verity Wilson. Sandra Cranch is the SENCo for the Children's Centre.

The SENCo's responsibilities include:

- Overseeing the day-to-day implementation of the school's SEND policy.
- Offer guidance and support to staff and parents.
- Liaising with parents/carers of pupils with SEND.
- Working in partnership with outside agencies that can provide specialist support, advice and expertise to strengthen provision for individuals or groups.
- Overseeing the records for all pupils with SEND.
- Updating the SEND list.
- Co-ordinating and developing school based strategies for the identification and review of pupils with SEND.
- Monitoring the progress and provision for pupils on the SEND list.
- Attending Pupil Progress meetings to ensure early intervention is secured and provision is evaluated.
- Liaising with other educational establishments to support parents/carers and pupils with school transfers.
- Contributing to the in-service training of staff.

Role of the Class Teacher

At Four Acres Academy all teachers are teachers of pupils with SEND and are responsible for meeting the needs of all pupils.

- All teachers are responsible for ensuring that all pupils have access to quality teaching and learning opportunities and that the curriculum is adapted to meet pupil's individual needs.

- Class teachers need to ensure that effective teaching strategies are used as the class teacher is responsible and accountable for the progress and achievement of all pupils, including those with SEND.
- Class teachers need to ensure that all members of staff working with pupils are aware of individual needs and/or conditions.
- Class teachers are parents/carers first point of contact if there are concerns about their child.

Working in Partnership with Parents/Carers and Pupils

The Children and Families Act of 2014 sets about improving services for vulnerable children and families, to ensure that all pupils succeed – no matter what their background is, and improving co-operation between all services (education, health and social care). Alongside this the SEND Code of Practice 2014 firmly states that the family is at the centre.

At Four Acres Academy we firmly believe that working in partnership with parents/carers provides valuable information that enhances knowledge and understanding of pupils' needs and enables the implementation of relevant support to ensure the curriculum is accessible. Pupils with SEND will always have their voice heard and be given opportunities to play an active role in the planning, assessment and reviewing of the provision offered to support their needs.

The school will be responsible for informing parents/carers about any support that is being provided. We encourage parents to play an active role in their child's education and will acknowledge parental aspirations, feelings and knowledge of their child. Parental consent will be requested when advice and intervention is sought from outside agencies and any information learned will be shared with parents.

Individual Education Plans

Strategies used to enable a pupil to progress will be recorded within an Individual Education Plan (IEP) which discussed and shared with parents/carers and pupils. The IEP will include information about:

- The pupil's individual needs.
- How the needs can be supported in the classroom.
- How the needs can be supported at home.
- Short term targets for the pupil.
- Provision that is in place to support targets.
- Advice from outside agencies.

All IEPs are regularly monitored and are reviewed at least three times per year by the SENCo, class teacher, teaching assistant, parents/carers and pupils.

Intervention

At Four Acres Academy we follow a graduated response to support: **assess, plan, do, review**.

- **Assess** the needs of the individual
- **Plan** appropriate intervention
- **Do** the intervention/support programme
- **Review** the impact.

Intervention programmes are devised and implemented to support the pupil's needs. This may include:

- Different / adapted learning materials or specialised equipment.
- Small group or individual work which may involve working with a teaching assistant outside of the classroom.
- Staff training

Any interventions to be delivered will be planned in consultation with the class teacher, SENCo and parents/carers.

The Use of Outside Agencies

These services include Educational Psychologists, Behaviour Support, Learning Improvement Team, Speech and Language Therapist and other Health Care Professionals. Any request for involvement will follow from parental consent. Involvement is requested when pupils continue to make little or no progress despite considerable interventions and adaptations.

These specialists may work alongside Four Acres Academy by offering advice, provide additional assessment or be involved in teaching the pupil directly. Any targets set for supporting the pupil's progress will be included on an IEP and will continue to be the responsibility of the class teacher.

Outside agencies may continue to be involved if a pupil continues to:

- Make little or no progress in specific areas over a long period of time.
- To work significantly below the expected level for their age.
- To have difficulty in developing mathematical skills or literacy.
- Have emotional or behavioural difficulties which interfere with their own learning and that of others.
- Have ongoing communication and interaction difficulties which impact on development of social relationships.
- Have sensory or physical needs that require specialist equipment, regular advice or consultation visits.

School Request for an Education Health Care Plan

A request can be made by the school to Bristol Local Education Authority (LEA) for a statutory assessment if a pupil has demonstrated significant cause for concern and advice has been

sought and acted upon from outside agencies. Four Acres Academy will provide information about the pupil's progress over time, documentation of the individual special needs as well as evidence to support action taken to support those needs.

Parents/carers consent will always be sought before making a request to the LEA and the SENCo will work very closely with parents/carers during this process.

Information provided for a statutory assessment may include:

- Current IEP.
- Any relevant medical documentation and/or diagnosis.
- Educational assessments.
- Any reports from outside agencies.
- Academic achievement.
- Views of the pupil.
- Views of the parents/carers.

The parents/carers of any pupil who is referred for a statutory assessment will be fully informed of the progress and next steps. A statutory assessment may lead to the writing of an Education Health Care Plan (EHCP) which is done in consultation with all professionals working with the pupil, parents/carers and pupils themselves.

The Role of the Governing Body

At Four Acres Academy the named SEND Governor is Mrs Pat Triggs.

- The Governing body is responsible for making sure that the school has an up to date SEND policy.
- The Governing body has decided that pupils with SEND will be admitted to school in line with the school's agreed admissions policy.
- The Governing body ask questions about SEND provision within the school and ensures that the necessary adaptations are made to meet the needs of all pupils.
- The SEND Governor meets with the SENCo to report to the Governing body on provision, achievement and progress of all pupils on the SEND list.

Contact Information for Parents

If a parent has any concerns about their child's education please contact:

- Child's class teacher
- The SENCo
- Head teacher
- The SEND Governor

Further information can be found by visiting www.findabilitybristol.org.uk

This policy and procedure was adopted by the Directors on: Date / /

Signed:

Director 1

Director 2

Signature:

Signature:

Date:

Date

This policy and procedure was published on: Date / / Signed:

This policy and procedure is due for revision on : Date /