

# Flax Hill Junior Academy



## Special Educational Needs and Disability Policy

### Policy Status and Review

<b>Date:</b>	November 2024
<b>Review Date:</b>	November 2025
<b>Signed by Governor:</b>	Marion Couchman
<b>Date Signed:</b>	12/11/2024

All children at Flax Hill, regardless of SEND, are given access to all learning and wider school opportunities that are on offer.

SEND children receive individual termly targets and are supported in achieving these through carefully planned and implemented interventions, support strategies and work with outside agencies where needed. This impact is measured through the progress the pupils make within their school - based assessments, teacher observations and feedback from outside agencies.

### **Principles**

- To identify pupils' special educational needs as early as possible.
- To plan an effective curriculum in order to meet the special educational needs of each pupil.
- To assess and monitor progress.
- To work in partnership with parents of pupils with special educational needs.
- To involve parents and pupils in the identification and review of targets set out in their Individual Education Plan.
- To ensure that all staff are aware of the procedures for identifying, monitoring, teaching and supporting pupils with special educational needs.

### **Procedures**

The class teacher, with the support of the SENDCo, headteacher and the governing body, is responsible for the SEND provision within their lessons. The SENDCo will support staff in areas such as:

- Maintaining the special education needs register.
- Identifying, monitoring and evaluating pupils' progress.
- Providing support and advice with target setting and reviews.
- Liaising with outside agencies such as: Educational Psychologists (EP), Speech and Language Therapy (SALT) and the Autism Inclusion Team (AIT).
- Supporting staff and children with careful transition to and from the educational setting.
- Overseeing and maintaining any specific resources required.

### Defining the Child with Special Educational Needs

A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 settings.

Initial concerns may be raised by any one of the following: staff, parents and outside agencies.

The following may be used to aid identification of a child with special educational needs:

- Baseline assessment
- Ongoing assessment by the class teacher
- SATS results
- Star reading and maths assessments
- Observation by SENDCo
- Assessment by outside agencies

Once identified the school follows the guidance as set in the Code of Practice, with a **personalised graduated response**.

### Monitoring

As a school, we are using a **graduated response** to support children with additional needs. If we have concerns about a child in one or more of the four areas of SEND, we will begin by holding a parent discussion and moving the children onto a monitoring register. Similarly, if a parent has concerns regarding their child, the class teacher will have a discussion and begin to monitor the child. The children will have targets outlined and their progress will be reviewed every term with reasonable adjustments being made in class as a starting point. The areas of need are as follows:

- *Communication and interaction*
- *Cognition and learning*
- *Social, mental and emotional health*
- *Sensory and physical*

### **SEND Monitoring**

The triggers for SEND monitoring may include:

- Little or no progress even when teaching approaches are targeted particularly in a child's identified area of need.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems which severely impact learning/progress, and continues to make little or no progress despite the provision of specialist intervention.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

This is characterised by the gathering of information and increased support within the child's normal classroom work. The class teacher will:

- Keep the SENDCo updated.
- Consult with parents and child to inform of intervention and monitoring of progress.
- Identify the nature of the child's difficulties and adapt their teaching to suit the child's needs.

### **SEND Register**

This is characterised by the involvement of specialists from outside the school. A child who is still continuing to experience difficulty with learning may need support from outside school. This will be decided upon during a review involving parents, class teacher and SENDCo. If this is the case then the following will happen:

- Parental permission will be requested to add the child to the SEND register.
- Referral to outside agencies.
- Educational Psychologist referral may be made.
- A referral to the local 'SEND and Inclusion Hub' may be considered.

The teacher will:

- Continue to monitor and update the Assess Plan Do and Review document.
- Ensure that the resources in the Assess Plan Do and Review document are in place.
- Track the children's learning through the interventions in place.
- Make adaptations to support the need of the child.

### **Education, Health and Care Plan (EHCP)**

In certain cases, it may be decided that an Education, Health and Care Plan should be considered. The SENDCo's will liaise with parents, teachers and outside agencies in order to collate and submit an Education, Health and Care Needs Assessment to the local authority.

Should a plan be agreed by the local authority, they will send out a draft EHCP to the headteacher, SENDCo and parent for consideration. Once returned and issued by the local authority as a final plan, the SENDCo and class teacher will:

- Ensure the Assess, Plan, Do and Review document reflect the outcomes of the EHCP.
- Consult with outside agencies as necessary for advice in implementing the provision.
- Discuss the Assess, Plan, Do and Review document with pupil, parents and any outside agency that are involved with supporting the young person.
- Be involved in the annual review of the EHCP alongside parents and any outside agencies.

### **Co-ordinating Provision**

The needs of the majority of pupils will be met in the classroom through a differentiated curriculum. Other children may work in small groups either in or away from the classroom for small periods of time. An EHCP may result in the provision of a teaching assistant to assist with delivering the targets as outlined on their EHCP objectives. Nature of support varies from child to child. Provision may be provided by the class teacher, teaching assistant, outside agencies or a combination of these. This provision will be evaluated and monitored by Assess Plan Do and Review documents to ensure effectiveness. The headteacher and SENDCo are aware of all SEND provision through liaison with all staff involved. The SENDCo will monitor the progress and provision. Class teachers will provide activities, targets and objectives for the teaching assistant or themselves to deliver and evaluate. Class teachers will continue to monitor and assess children in their class.

### **Partnership with Parents/Carers**

Parents are fully involved in the identification, assessment and monitoring of their child's progress at school. Parents' contribution to their child's education is highly valued by all staff.

If parents or carers have a concern about the provision for their child they should attempt to resolve it in the following order:

- With the class teacher.
- With the SENDCo.
- With senior management.
- With the governing body.

In the event of this being unsuccessfully resolved there is a complaints procedure within the local authority.

### **Admissions**

Please refer to the Admissions Policy.

### **Governing Body**

The Governors, working in partnership with the headteacher, have responsibility for deciding the school's general policy, approach and funding to meet the needs of SEND pupils.

### **Staffordshire SEND Family Partnership**

School will inform parents of the role of the Staffordshire SEND Family Partnership and signpost to their website.

This information can be made available in a range of formats and languages, including Braille and large print. If this would be useful to you or someone you know, please contact your Directorate HR Unit.

*A signed copy of this document is available from the school office.*

### **Version Control**

<b>Version</b>	<b>Date Approved</b>	<b>Changes</b>	<b>Reasons for Alterations</b>
1	January 24	Document created	
	November 24	Changes to language and procedures	Updated language and procedures