



“TOGETHER WE ARE STRONGER”

SPECIAL EDUCATIONAL NEEDS POLICY

Approved by the Chair of Governors

Signature_____

Date_____

This Policy will be reviewed October 2023

Special Educational Needs Policy

Introduction

We believe that all children are entitled to a broad and balanced curriculum which will take their learning further in a fun and stimulating context. However, we recognise that for some children they will have additional needs which can be met by procedures laid out in the Special Educational Needs and Disability Code of Practice (2014) and the Special Educational Needs and Disability Act SENDA (2002). As such we will provide a framework of support for pupils and parents as well as staff to enable them to respond appropriately and for all pupils to overcome barriers to learning. This is in line with the Local Offer and SEND Information Report which can be found on our Academy website.

Provision for children with Special Educational Needs and Disabilities (SEND) is a matter for Dorrington Academy as a whole. In addition to the Governing Body, the school's Head teacher, the Special Educational Needs Co-ordinator (SENCo) and all other members of staff have important day-to-day responsibilities. *All teachers are teachers of children with special educational needs.* Teaching such children is therefore a whole school responsibility.

The SENCo is Miss Sarah Williamson
The SEND lead practitioner is Miss C Allan.

Definition of Special Educational Needs and Disability (SEND)

Children have special educational needs if they have a **learning or behaviour difficulty** that calls for **special educational provision** to be made for them. Dorrington Academy also includes in their definition any child who has language needs or who requires specialist gifted and talented provision.

Children have a learning difficulty if they:

- Have a greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Has a behaviour problem that prevents or hinders them or other children from learning, or disrupts the teacher from teaching.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Educational provision is that, which is additional to, or otherwise different from, the educational provision made generally for children of their age, other than special schools, in the area.

This SEND procedure details how this Academy will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them. The Academy will use its best endeavours to ensure that the teachers are able to identify and provide for those pupils who have special educational needs to allow them to join in the activities of the Academy together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

Responsibilities

- The teachers and staff of the school will have regard to the **Special Educational Needs Code of Practice** when carrying out its duties toward all children with special educational needs and ensure that parents are notified of a decision by the school that SEND provision is being made for their child.
- Parents will be seen as partners and play a key role in enabling children and young people with SEND to achieve their potential. The Academy recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. They will be encouraged to play an active and valued role in their children's education.
- Children with SEND often have a unique knowledge of their own needs. Their views should be sought when discussing what sort of help they would like to assist them in making the most of their education. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their child's needs, the review and transition processes.

Identification, assessment and monitoring of children who have barriers to learning

1. The Academy has an established assessment system which ensures that all children's learning is assessed and monitored half termly using Classroom Monitor. The progress of all children is tracked closely and detailed planning is put in place to support identified groups.
2. If a teacher or parent has concerns that a child isn't making enough progress or that there are learning difficulties or medical difficulties, then the SENCo should be consulted in order that further assessments can be instigated.
3. The Language and Literacy toolkit will be used to ascertain the levels of support a child may need and an Individual Target Plan (ITP) will be drawn up in consultation with staff and parents. The pupil will be listed on the SEND Register as a child who is having SEND support. Parents must be informed before an ITP is put in place.
4. If any professional advice or support is needed by outside agencies, then the school will request parental permission. Once the child is placed on the SEND Register parents are invited to participate in reviews three times per year. The SENCo Miss Sarah Williamson is available to speak to parents at any time.
5. Where more complex and significant needs are identified an application for an Education and Health Care Plan (EHC) may be sought with the support of external agencies.

Provision and Support

Dorrington Academy has invested a significant amount of funding and resources in building a highly effective inclusion team. The team consists of learning mentors, teaching assistants and specialist teachers. They are dedicated to providing the best strategies to support pupils with any emotional, behavioural, language, sensory or physical difficulties learning or behaviour needs. In addition to staff we have invested in a learning sensory room and appropriate resources.

Teaching Assistants work with the children in order to raise the standards, particularly in the core subjects. Specific times will be allocated so that they can support children or groups of children on the SEND register. The LA also provides extra funding for the support of children with an Education Health Care Plan where appropriate.

Within the Inclusion team we have staff who have specialised in catering for the needs of pupils on the Autistic spectrum. They have a willingness and flexibility to listen to parents and professionals; they provide and arrange access to a range of provision; they work closely with external professionals to learn and share new approaches in teaching. They rigorously audit and monitor to ensure strategies are having a positive impact and early identification of children who may be on the Autism spectrum.

In addition we have a high intake of pupils with English as an additional language, many are now joining Dorrington with no English language at all. To address this we have invested in promoting language skills and developing intervention specifically for pupils with EAL needs.

Gifted and Talented

We have a gifted and talented register. To extend the achievements of pupils who are gifted and talented. We have invested in specialist teachers and resources for both Key stages.

In meeting the needs of children Dorrington will provide:

Initial assessment including:

- Statutory tests
- Reading tests
- Teacher assessments (ongoing)
- Authority SEND audit (CRSIP)
- Language testing
- Baseline testing for gifted and talented

Support for children on the SEND Register as follows:

- Quality First teaching strategies
- Small group intervention
- Visual timetables

- **Support for gifted and talented:**
- Analysis of tracking/achievements
- Specialist intervention
- Monitoring/Review half termly progress

The Role of the SENCo

The SENCo responsibilities include:

- To oversee the day-to-day operation of the school's SEN policy and procedures
- To co-ordinate provision for children with special educational needs and keep an up-to-date provision map
- To liaise with and advising fellow teachers
- To manage learning support assistants
- To oversee the records of all children with special educational needs
- To liaise with parents of children with special educational needs
- Contribute to the in-service training of staff
- Liaison with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies
- Create and maintain SEND register
- Support the teachers in writing ITPs

The Role of the Class Teacher

- To be aware of all children on the SEND register
- To initially identify and assess the child's need and inform parents of their concerns
- To continue to assess and monitor the needs of all children on the register
- Provide suitable **differentiated work** to meet that child's needs
- Monitor the child's progress - **further differentiated work**
- Inform the SENCo if the child is still not progressing and provide evidence of the child's Special Need
- Maintain the necessary records (SEND records, school records)
- To be involved with external agencies as and when necessary
- To inform parents when the child is first entered on the SEND register
- To involve parents in the setting and review of Targets.
- To write Individual Target Plans (ITPs), with the support of the SENCo, for all children on the SEND register

The Role of Teaching Assistants and Learning Mentors

- To be aware of children on the register
- With reference to the child's ITP, carry out work with Special Needs children as directed by the SENCo and/or class teacher.
- To maintain records of work covered and examples of children's work so that progress can be assessed

- To maintain records of behaviour issues and strategies used to address these
- To liaise where appropriate with parents/carers and outside agencies to support a pupil's progress
- Take part in the review process, especially where this involves a child with an Education and Health Care Plan (EHC)
- To liaise with the class teacher and the SENCo on matters of concern with regards to the child's work or behaviour.

Nature of Intervention

The SENCo and the child's class teacher will decide on the action needed to help the child to progress in the light of their assessment. This may include:

- specific work to support their ITP
- different learning materials or special equipment
- some group or individual support
- staff development and training to introduce more effective strategies
- access to LA support services for one-off or occasional advice on strategies or equipment

Monitoring children's progress

Dorrington's system for observing, tracking and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCo to consider what else might be done. Adequate progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour.

Record Keeping

The amount of record keeping and its format will vary according to the stage the child is at on the SEND Register and the nature of the problem. It is vital that, as much evidence as possible is collected to support each stage.

Class teachers will maintain an SEND folder containing each child's paperwork, copy of the ITP and any additional information.

Complaints procedure

If any parent is concerned about their child's provision, then they should make an appointment to see the class teacher in the first instance. If the matter remains unresolved, then an appointment can be made with the SENCo or Headteacher.

Ratified by the Governing Body

Signature: _____
(Chair of Governors)

Date: _____

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