

Special Educational Needs and Disability Policy

FOR

Monkton Academy



Adopted by Governing Body: January 2021

Date of Review: January 2024

Introduction

Here at Monkton Academy we pride ourselves on our school vision of 'Inspire, Achieve, Empower'. We believe that all pupils are capable of success regardless of background, beliefs, Special Educational Needs or Disability (SEND). We are an inclusive school where our pupils and staff together work hard as part of a caring school community. We are committed to ensuring that all pupils receive the best support and care to ensure they reach their full potential by the time they leave us at the end of Year 6. At Monkton Academy, every teacher is a teacher of every child, including those pupils with a Special Educational Need or Disability. We believe that quality first teaching is vital in ensuring support and progress of all pupils initially, while we have measures in place to improve the outcomes of those pupils who require a little more support.

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE, February 2014.
- SEND Code of Practice (2014)
- Schools SEN Information Report Regulations (2014) and the local offer published on our school website.
- Statutory guidance on supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)
- Monkton Academy Safeguarding Policy.
- Monkton Academy Accessibility Plan.
- Teachers Standards 2012

Our Aim

At Monkton Academy, we aim to raise the aspirations of all pupils with a Special Educational Need. We focus on establishing clear outcomes for our pupils so that they are as prepared as possible for the next steps in education, and indeed life, upon leaving us. We do not simply focus on just establishing hours of provision. Support is meaningful, relevant and based around individual, personalised targets.

How do we achieve this?

- By identifying, as early as possible, and providing for pupils who have SEND
- By working within the guidance provided in the SEND Code of Practice (2014)
- By making sure that there is a consistent whole school approach to the provision for pupils with SEND throughout the school.
- By operating a whole school approach to SEND where every teacher is responsible for the support and progress made by all pupils in their class, liaising with the SENCo and support assistants to provide more focused support where necessary
- By involving parents in a partnership of support
- By monitoring and evaluating pupil's progress, providing the appropriate information and records as part of the process.
- By embracing inclusion for all and ensure a policy of integration into all activities of the school.
- By appointing a SENCo who is a member of the SLT, working with all other related school policies to oversee SEND provision across the school.
- By providing advice and support for all staff working with those pupils with SEND in conjunction with our work alongside the Educational Psychology team in South Tyneside.

Identifying Special Educational Needs (SEN)

Pupils are identified as SEN if they do not make adequate progress once they have had a range of adjustments/interventions and good quality personalised teaching. We accept the principle that the pupil's needs should be identified and met as early as possible. The SENCo works closely with class teachers.

We adopt the following procedures for identification and assessment:

- The pupil in context profile
- The analysis of assessment data
- Teacher assessments
- Record of the in-class support, provision mapping the support the pupil has had to inform identification of needs
- The completion of teacher concern forms
- Following up parental concerns
- Tracking individual pupil progress over time, including termly tracking of every child for Reading, Writing and Mathematics
- Information from previous schools
- Information from other services

The Code of Practice states a **Graduated Approach** to the identification and assessment of pupils with SEN. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be called upon to advise and support on the difficulties that a pupil may experience. In order to support our judgements, the Local Authority **SEND Range Descriptors** allows us to consider and allocate provision appropriately, using a language common to professionals across the authority.

They are based on the four areas (see below) of the SEND Code of Practice (2014). This is a new approach to assessing and describing pupil's needs. We understand that some pupils may have a need that encompasses more than one of these categories as sometimes needs are varied and complex. At Monkton Academy, we use these categories to help us identify how best to offer support and guidance to individuals, not to fit pupils into a particular category. We identify the needs of pupils by considering the needs of the whole child which includes not just the Special Educational Needs of the child or young person.

The categories of need, as outlined by the SEND Code of Practice 0-25 are:

1. **Communication and interaction:** which can include pupils with speech and language difficulties, Autistic Spectrum Disorder, etc.
2. **Cognition and learning:** including pupils who learn at a slower pace than their peers – including Moderate and Severe Learning Difficulties. It also includes Specific Learning Difficulties such as Dyslexia/Dyspraxia.
3. **Social, emotional and mental health difficulties:** linking to withdrawn/isolated behaviours, challenging/disruptive behaviours, ADHD and other mental health issues.
4. **Sensory and physical needs:** pupils who have a disability which prevents them from making use of the educational facilities typically provided. This can include visual impairments and hearing impairments.

We understand that the following does not constitute a Special Educational Need but may impact upon progress and attainment:

- A disability alone
- Attendance and punctuality
- Health and Welfare of a child
- EAL
- Being in receipt of a pupil premium grant
- Being a Looked After Child
- Being a child of a serviceman/woman

We recognise that identifying behaviour as a need is no longer an acceptable way of describing SEN. Any concerns relating to the behaviour of a pupil (as described by parents or members of staff) will be seen as an underlying response to a need which we, at Monkton Academy, will aim to recognise and identify clearly as we work with the pupil described.

A graduated approach to SEN support in partnership with Parents/Carers/Pupils

At Monkton Academy, the identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings and SENCo runaround support the early identification of pupils who may have SEN. Support is structured as follows:

- All staff are aware of their responsibilities for providing for all pupils within their class. The first response is to ensure quality first teaching where lessons are suitably differentiated to allow all pupils to access a broad and balanced curriculum. High quality teaching, differentiated and/or modified for individual pupils is the first step in responding to pupils who have, or may have SEN.
- If, upon monitoring, it is deemed that this approach is still not impacting upon progress, the class teacher may consult with the SENCo to discuss whether focused intervention can be put in place within school to further address such targets.
- Pupils are only identified as having SEN if they do not make adequate progress once they have had intervention alongside good, quality, personalised teaching.
- Our school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Class teachers are ultimately accountable for the progress and development of pupils in their class, including where pupils access support from a teaching assistant. Additional intervention and support cannot compensate for lack of good quality teaching.

The school works in partnership with parents/carers to achieve our aims by:

- Giving parents/carers opportunities to play an active and valued role in their child's education
- Making parents/carers feel welcome
- Encouraging parents/carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents/carers opportunities to discuss ways in which they and the school can help their child. To achieve this parents/carers are invited to meet with the SENCo and/or class teacher to plan a way forward
- Agreeing targets for the child
- Keeping parents/carers informed and giving support during assessment and any related decision-making process about SEN provision
- Making parents/carers aware of the parent partnership services and signposting them to relevant agencies, groups and charities for support/advice
- Providing all information in a 'parent friendly' and accessible way

We recognise that all pupils have the right to be involved in making decisions and exercising choice.

We endeavour to fully involve pupils wherever possible by including pupils in:

- Identifying their own needs and learning about their own learning
- Individual target setting across the curriculum
- The self-review of their own progress and in setting new targets
- Formal reviews, providing evidence for meetings and attendance at review meetings

Managing pupils on the SEND register

The class teachers and SENCo will consider all information gathered from within the school about the pupil's progress, alongside national data and expectations of progress to decide whether or not a pupil should be on the SEND register. This is informed by applying the **Assess, Plan, Do, Review cycle**.

Assess-Plan-Do-Review Cycle of SEN Provision

1. **Assess:** The class teacher, working with the SENCo, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment.
2. **Plan:** Parents will be notified during a consultation meeting, at which a Support Plan will be discussed and put in place, either immediately or at a subsequent meeting. Adjustments, interventions, support and a review date will be agreed with staff, parents and pupil. Interventions will be tracked and targets stated on their Support Plan.
3. **Do:** The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. Any interventions will be overseen by the class teacher, who will assess their effectiveness and ensure a consistent approach. The SENCo will support the above.
4. **Review:** The effectiveness of the support and interventions, and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least twice per year. The class teacher, working with the SENCo, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time, school will consider involving specialists.

SEND Support

We recognise that there is now a single category of support whereby pupils are placed onto the Special Educational Needs register. As recognised by the Code of Practice this is known as 'SEN support'. At Monkton Academy, we break this down into the following categories:

Special Educational Needs Support (SENS): This term is used when there is evidence that a child is not making progress at school and there is a need for action to be taken to meet learning difficulties. A child receives additional support in class and/or in intervention groups. A Support Plan is written in partnership with both child and parents/carers highlighting the strategies to be used to support this child. Copies of the Support Plan are kept in the pupil's file and on the SEND drive. The child's progress is tightly monitored by class teacher and SENCo with a view to closing the gap to age related expectations. For non-academic needs, children are similarly monitored to ensure any intervention is effective.

Special Educational Needs Support Plus (SENS+): This term is used where SENS has not been able to help the child make adequate progress. All provision from SENS remains in place, but outside agencies are involved in supporting the child within school. For example, this may be advice from a Speech and Language Therapist (SaLT), an Occupational Therapist (OT) or Specialist Advisory Services. SENS+ may also include one-to-one support and the involvement of an Educational Psychologist.

Education, Health and Care Plan (EHCP): Where, despite having taken relevant and purposeful action to identify, assess and meet the need of a pupil, the pupil has not made expected progress, school and/or parents/carers will consider requesting an Education, Health and Care Plan assessment. School will provide the local authority with evidence of the action taken as part of SENS and/or SENS+.

Monitoring and Evaluating Provision

We regularly and carefully monitor and evaluate the quality of provision we offer pupils. The effectiveness of our provision for pupils identified as having SEN is carried out in the following ways:

- Classroom observation
- Work sampling
- Informal feedback from SEND staff
- Informal feedback from all staff
- Pupil voice
- Pupil tracking
- Pupil review meetings and records of review meetings
- SENCo runaround
- Monitoring SEND Support Plans
- Movement on the register
- Attendance records
- Intervention impact records
- Reporting regularly to the linked SEN governor

Following discussion with parents/carers, teacher and SENCo, pupils who have made significant progress and are achieving within their age related expectation will be exited from the SEND register. Withdrawal of SEND provision is tailored according to the needs of the child.

Supporting Pupils and Families

- South Tyneside Local Authority have published the arrangements for SEND through the Local Offer, and further details are available in the Local Authority Local Offer (<https://www.southtyneside.gov.uk/article/37862/Special-Educational-Needs-and-Disabilities-SEND->). The Local Offer provides information for parents/carers on what services children, young people and their families can expect from a range of local agencies, including education, health and social care.
- As part of this, all schools within South Tyneside are required to produce a SEND information report which details the provision they can make in line with the local offer. This report for Monkton Academy can be found on our school website (<https://www.monktonacademy.co.uk>) within the 'Key information – SEND information' section.
- Admission Arrangements - no pupil will be refused admission to school on the basis of his or her special educational need and/or disability. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (School Admissions policy and Equality Act 2010).
- Examinations and access arrangements - We are fully committed to ensuring that pupils with SEND are able to access all aspects of school life, including exams and assessments. Should we feel that a pupil may need additional arrangements or time to access an exam, key information and reports will be gathered by class teachers, supported by the SENCo, and a formal application will be submitted for additional access arrangements to be made.
- Transition - the SENCo formulates transition programmes for pupils moving from KS1, KS2 or schools. Staff from receiving schools are invited to meet with parents/carers and pupils prior to transfer. Visits to new schools or classes are made prior to transfer/transition.

At Monkton Academy, we also have additional measures in place to support the management of medical conditions. Please see the next section for additional details.

Supporting Pupils with Medical Conditions

- At Monkton Academy, we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical

education. We understand that some pupils with medical conditions may be disabled and where this is the case, as a school we comply with our duties under the Equality Act 2010.

- Furthermore, we recognise that some pupils with medical conditions may have SEN and may access an Educational Health and Care Plan (EHCP) which will bring together their health and social care needs, as well as their special educational provision. The guidance in the SEND Code of Practice is followed.
- Arrangements we have in place to support pupils at school with medical conditions can be found in our policy: Supporting Pupils with Medical Conditions.

Training and Resources

- SEN is funded in school through a notional SEN budget which is monitored by the Principal. He is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including provision for children with EHCP. The SENCo/ Principal considers how resources would best be allocated.
- The Principal informs the governing body of how the funding allocated to support SEND has been allocated.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Training needs of the staff are discussed through regular consultation with our linked Educational Psychologist. Whole staff training happens on an annual basis, with a focus on a prevalent area of provision required for school. Staff in school (both teaching and non-teaching) are offered a wide range of training in addition to this across each school year, the SENCo will assist in finding those most relevant to current practice.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around our SEND provision and practice. Furthermore, this allows time to discuss the needs of individual pupils.
- The SENCo regularly attends the LAs SENCo network meetings in order to keep up to date with local and national updates in SEND.
- Local links are also established with SENCos in neighbouring schools, including our feeder school, Monkton Infants.

Roles and Responsibilities

When a pupil is experiencing difficulties with their learning the class teacher would usually be the first point of contact and the person to ask if you have any questions about your child's difficulties.

Class teachers

All teachers are teachers of children with SEND. Teachers' responsibilities are:

- Providing differentiated teaching and learning opportunities
- Setting suitable learning challenge
- Taking responsibility for progress of all pupils in their class
- Ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners
- Ensuring that there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely "'additional to' or 'different from' those normally provided as part of the differentiated curriculum offer and strategies (SEN Code of Practice 2014)
- Writing Support Plans for pupils identified as having an additional need and sharing and reviewing these with parents biannually
- Analysing the attainment of all pupils to ensure all pupils continue to make progress in all areas of learning by responding to their learning needs and interests and to ensure that there are no differences in achievement between different groups e.g. SEN, boys, girls, etc.

- Using ongoing summative assessment to inform future planning and adjust short term planning to take account of progress and areas of difficulty
- Providing additional curricular opportunities that meet the needs of individuals or groups (such as English and Maths interventions)
- Involving parents, pupils and all staff in the process of inclusion through raising their awareness of how attitudes and behaviour affect the school community
- Ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach with SEND

The SENCo

The SENCo plays a crucial role in the school's SEN provision. This involves working with the Principal and Governing Body to determine the strategic development of the policy. The SENCo liaises with all staff at all levels across the school to ensure appropriate guidance, support, resources and opportunities are brought together to support all individuals and groups. The SENCo is available to have meetings with teachers and liaises with external agencies to support vulnerable pupils. Other responsibilities include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating the provision for pupils with SEN and/or Disabilities (SEND)
- Managing SEND support staff
- Overseeing pupils' records
- Liaising with parents/carers
- Ensuring parents are involved in supporting their child's learning and kept informed about the support their child is getting and reviewing how they are doing.
- Liaising with all external agencies who come into school to help support your child's learning, e.g. Speech and Language, Occupational Therapy, Educational Psychology
- Updating the school's SEN register (a system for ensuring that all records of your child's progress and needs are kept).
- Providing specialist support for teachers and support staff in the school, so that they can help support pupils with additional needs in the best possible way.
- Monitoring and evaluating the SEND provision and reporting to the Governing Body

Governors

The Governing Body is responsible for ensuring that a SEND policy is in place and that it is implemented effectively. The SEND Governor also has a statutory role to play in the evaluation of SEND provision. The Governors responsibilities are:

- Ensuring that provision of a high standard is made for SEND pupils
- Ensuring that SEND pupils are fully involved in school activities
- Know how many pupils in the school have SEND
- Know how much money the school gets for SEND and make sure that budget arrangements are in place to let the school fulfil their duties to provide for the pupils who have SEND
- Monitor the expenditure on SEND
- Review and approve the SEND Policy
- Make sure that SEND provision is part of School Improvement Plan.
- Ensuring that the work of appropriate bodies and organisations are involved in school life in meeting the needs of pupils with SEND

Accessibility

- At Monkton Academy, we understand that we have a duty to increase over time the accessibility of our building for disabled pupils. Accessibility plans are developed and put in place, reflecting the needs of pupils in our care at any given time.
- As part of our school vision, we ensure we remove all barriers to learning, ensuring access to a full, balanced curriculum for all pupils.
- Current successful outcomes of our accessibility planning include: wheelchair access around the full building, reduced height facilities (sinks, toilets etc.) which move around the school year on year and provision of specialist equipment and personnel to assist in classroom support.
- All pupils are able to fully access all aspects of the curriculum, including after-school clubs, leisure/cultural activities and school visits. Specialist activities are planned well in advance, with any special provision being carefully thought through and discussed with relevant personnel to ensure that no pupil is left behind.
- Communication with parents/carers is vital. A member of staff is always available to talk to and where it is not possible to speak to a member of staff, arrangements are made to best suit the needs of the parents/carers/issue. Parents/carers are written to frequently (by the Principal, Deputy Principal, SENCo and class teachers) and information is available on our school website.

Bullying

- Monkton Academy upholds a very strong anti-bullying policy, which is dutifully discussed at frequent points with all members of our school community.
- Pupils and staff work together to ensure all pupils are respected, cared for and included in all aspects of school life. Year 6 house captains, elected by pupils, led by example.

Dealing with Complaints

Any person who wishes to complain about an aspect of Monkton Academy is able to access the academy's complaint procedure upon request.

Reviewing the Policy

This policy will be reviewed by the SENCo and the Governing body every three years. Consideration is given to the current climate of reform relating to SEND.