Ridgeway Academy – SEN approach

At Ridgeway Academy, we invest in achieving a strong foundation of universal, **High Quality Teaching** for all children, and as a first response to any child who may present with an additional need in school. This will be supported, where appropriate, through the SEN Notional budget (e.g. through additional resources, training etc), as well as the Pupil Premium Grant.

We do this because we know that it will then lead to a reduction in the number of pupils who may need to access targeted provision and that's what is good practice for meeting SEN is effectively good practice for all.

Our whole-school provision offer directs cycles of CPD for staff, encourages enquiry-based practice, and contributes to the sense of being a learning community for all (staff as well as pupils).

Where pupils are receiving high-quality universal provision but their progress is still of concern, staff make use of a range of assessment tools to "drill down" effectively and identify any gaps in learning or areas for development.

This information is used to plan the most appropriate, evidence-based intervention, often in collaboration with the SENCo and, where necessary, with specialist teachers and outside agencies.

Needs will be identified across the four 'Broad Areas Of Need' highlighted in the SEN CoP: Communication and Interaction

Cognition and Learning

Social Emotional and Mental Health

Sensory and/or Physical Needs.

The categories and criteria below are used to identify children and Young People with additional needs/SEND (which will be recorded on specific lists, for reference).

_NB_ _Whilst this is a criteria-based approach, the focus will be on the circumstances and needs of the individual child._

1. Targeted Support list

- At this stage a pupil may not yet be identified with a clearly identifiable special educational need (e.g. for a number of reasons, the child may present as a 'vulnerable' or 'inexperienced' learner or may not be 'ready to learn').

- Support is focused on 'closing the gap'.

- Children may be 'flagged up' on school data system as 'below expected' or a 'slow mover'. Concerns may arise through half-termly Pupil Progress Meetings. Slow progress may be defined as:
    - Child is significantly slower than that of their peers starting from the same baseline
    - Child fails to match or better the child's previous rate of progress
    - Child fails to close the attainment gap between the child and their peers
    - Attainment gap widens

- Child identified as needing something 'above and beyond' HQT but not above the school offer.

- Children at this level can be identified through the Provision Mapper software.
- A child may or may not have been seen by outside agencies.
- It is best practice that a child's teacher would meet with parents to gather background information, discuss the child's needs and begin problem solving/formulation.

2. SEN Register

- Children at SEN Support level or EHCP.
- Child has persistent difficulties despite High Quality Teaching and Targeted Support (e.g. child fails to 'close the gap'). Sustained lack of progress despite plan-do-review cycles.
- SEN Code of Practice - *6.15:*

   'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely <u>provision different from or additional to that normally available to pupils of the same age'</u>.

   A useful indicator – *can the child function without it?*
- Does not have to be a 'defined' need (e.g. a diagnosis) but needs to be <u>definable</u>. A diagnosis alone should not result in a pupil being placed on the SEND register – See 'Vulnerable' list.
- Likely to have outside agency involvement as part of graduated response.
- Parents and carers should be informed and given every opportunity for discussion at the point that a learner may be placed on, or removed from, the SEN register
- A review of the SEN register should take place at least once a year. Ideally, a school should be reviewing the SEN register following learner progress meetings and gathering of whole-school assessment data (approximately three times per year). Continual progress and improved attainment, for example where a learner is now working within age-related expectations, should trigger re-assessment and discussion regarding the removal, or change of status, of learners placed on the SEN register (NASEN).

3. 'Vulnerable' list *(*as recommended by NASEN*)*

- Children on this list are children to be aware of.
- For those pupils where their needs may not require special educational provision to be made available but there are some concerns because the child or young person is recognised as 'vulnerable'.
- Children may have an identified difficulty, but do not need provision that is different from or beyond High Quality Teaching.
- It is important that effective systems are put in place to alert teachers to the vulnerabilities of pupils, with high-quality teaching support providing the appropriate response for the vast majority of this group of learners.
- Example groups of children: EAL, LAC, Children with identified need (e.g. diagnosis) but whose needs can be met at HQT.

4. Pupil Premium List

- Children meet the criteria for Pupil Premium Grant support.

- Decision about provision to be made on a case-by-case basis.

- Provision to be monitored against funding.

- Children may be receiving targeted support and/or be identified as having Special Educational Needs. Therefore, children may also be monitored on other lists.

Key documents:

- Department for Education and Department of Health (2015) *Special educational needs and disability code of practice: 0 to 25 years*. Available at: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

- *Nasen – 'On The Register' guidance*

- *Nasen (2014) 'SEN Support and the Graduated Approach' guidance*

Appendix: Questions to decide decision making

Nasen's 'On the Register' guidance provides the following questions to help judge whether a child is displaying Special Educational Needs:

- *What needs do they have and how do we know? (What evidence is there from initial assessment, from previous cycles of the graduated approach, from parents or from the pupil themselves?)*

- *Have we considered any social, emotional or mental health needs? (What is their behaviour telling us?)*

- *What is their pattern of attainment and progress? (From this, can we tell what works for them?)*

The responses to questions such as these can point to the next steps:

- *Find out more about the pupil's needs (i.e., further assessment) and decide whether there is sufficient evidence to show that they fit the definition of having a special educational need.*

- *Make an informed decision about whether they require SEN support to make good progress (this might be to accelerate or sustain current progress, depending on their starting point).*

- *If they are currently receiving SEN support (i.e. additional to/different from), assess whether this is addressing their needs and whether it needs to continue or if high-quality universal classroom provision which is personalised would meet their needs now.*

- *Involve parents in the decision-making process and ensure that they understand the implications of continuing or leaving SEN support. Use the school's SEN information report to assist their understanding of the provision offered and consider sharing the local authority's local offer website with them for a wider picture of local provision. Explain how this might relate to their child's needs.*