

# Moorgate Primary Academy

## SEN Policy

### Introduction

This policy complies with the statutory requirement laid out in the Code of Practice 0-25, September 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Code of Practice 0-25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England
- Safeguarding Policy
- Accessibility Plan

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for a special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

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

A child under compulsory school age has educational needs if they fall within the definition at (a) or (b) above would do so if special provision was not made for them.

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.

Everyone at Moorgate Primary Academy is committed to providing the conditions and opportunities to enable any child with SEN to be included fully in all aspects of academy life. The Special Needs policy at Moorgate Primary supports the stated vision of the academy that:

**Moorgate Primary Academy sees itself as at the heart of the community. We provide children with an enriched curriculum and extended opportunities to thrive and develop them into lifelong learners. This is encapsulated in our academy vision: achieve, challenge, enjoy!**

### Objectives of the policy

- Have regard to the Special Educational Needs Code of Practice on the identification, assessment and review of special educational needs.
- Follow the guidelines laid down by Staffordshire Education Authority. Further information can be found: <http://education.staffordshire.gov.uk/PupilSupport/SEN/>
- Identify those children who have SEN as soon as possible
- Provide intervention at a suitable level when a child is identified as having SEN.

- Use a variety of teaching styles, and cater for different learning styles to allow children with SEN to access the National Curriculum.
- Endeavour to use resources appropriately and efficiently to support children with SEN.
- Assess and keep records of the progress of children with SEN.
- To work in partnership with the child, parent/carers, all staff, governors and outside agencies.
- Encourage active involvement by the children themselves in meeting their needs.
- Provide ongoing training for all staff working with children with SEN

### **Responsibility for Co-ordination of SEN Provision**

At Moorgate Primary Academy, the SENCO is **Miss Lauren Wormald**

In accordance with Clause 64 of the Children & Families Bill 2014, National SENCO Award completed in February 2012

The head teacher has responsibility for the day to day management and operation of all aspects of SEN provision.

#### **The Role of the SENCO**

The SEN Coordinator (SENCO) will...

- Have responsibility for the day to day operation of the SEN policy.
- Identify areas for development in special educational needs and ensure these form part of the academy's improvement plan
- Work in partnership with colleagues, parents, pupils and outside agencies to ensure that short-term objectives on Learning Passports and Personal Education Plan (PEP) are set, monitored and reviewed.
- Oversee the records of all pupils with SEN.
- Co-ordinate the monitoring of pupil achievement and proactively use this information to inform planning.
- Provide professional guidance and continuing professional development for all staff to secure high-quality teaching and effective use of resources for pupils with SEN.
- Monitor the quality of teaching and learning and work with colleagues and pupils to set targets for improvement
- Liaise with external agencies in matters relating to pupils with SEN.
- Take responsibility for the management of the teaching assistants with regard to SEN provision.

#### **The Teaching Staff and Support Staff**

The teaching staff are responsible for differentiating the curriculum for pupils with special educational needs and ensuring their progress, as with all children, against challenging but realistic targets

Learning Support Assistants (LSAs) are to support the SENCO and class teacher in delivering learning programmes to children with SEN throughout the academy.

These LSAs may work with individual children and with small groups on very specific intervention programmes. They liaise on a daily basis with the class teacher who meets with the SENCO formally every term and informally whenever is necessary, to plan and review, and to adapt the learning programmes they are delivering, if necessary.

### **Admission Arrangements**

Staffordshire LEA handles all admissions for Moorgate Primary Academy. The Staffordshire LEA Admissions Policy can be found on the LEA website and makes clear reference to pupils with SEN.

### **Access to the Academy Building**

The academy is a new building in order to enable all of our pupils access to the academy and its grounds. We have in place:

- Grab rails around the academy.
- A lift for access to the second floor – with suitable arrangements in the event of a fire.
- Disabled parking with a dropped kerb for access
- Disabled toilets on both levels
- Doors that are accessible for all

### **Access to the National Curriculum**

The SEN provision at Moorgate Primary Academy is based upon the Inclusion statement in the National Curriculum 2014 document of

- Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.
- A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The [special educational needs and disability code of practice](#) includes advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEN and disability code of practice is clear about what should be done to meet their needs
- With the right teaching, that recognises their individual needs, many disabled pupils may have little need for additional resources beyond the aids which they use as part of their daily life. Teachers must plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.

All class teachers, the SENCO and teaching assistants carry out an ongoing process of assessment, planning and review that recognises each child's strengths as well as areas for improvement.

A rigorous tracking system is in place to identify children who are not making the required level of progress. Strategies which are used to enable access for all children to the National Curriculum are:

- Daily use of 'dyslexia friendly' teaching and learning strategies.
- Use of Social support groups that could be 1:1 or small groups for children that we feel are emotionally vulnerable or at risk of Exclusion.
- Differentiation of the curriculum to match tasks to ability

- Grouping of children according to ability for literacy and numeracy to ensure that tasks are suitably matched to ability.
- Use of Learning Support Assistants to provide additional support within literacy and numeracy lessons,
- Children are given individual learning targets which teaching staff monitor closely to ensure progress is being made.
- Learning Passports are written and include SMART Targets (Specific, Measurable, Achievable, Relevant and Time Related)
- Advice is sought from SENSS Advisory Teacher, Educational Psychologist and many other outside agencies to staff of the best ways to provide 'reasonable adjustments.'
- Regular monitoring and review of extra support/ intervention sessions, to ensure impact and effectiveness.
- Accessibility to resources to support pupils with sensory or physical difficulties.
- Alternative means of accessing the curriculum through ICT, and use of specialist equipment.
- Peer group support through mixed ability grouping.
- Use of positive behaviour strategies within the classroom and as part of the whole academy Behaviour Policy.
- Access to extra-curricular clubs, and to the social life of the academy.
- In-Service training for all staff on the needs of children with SEN.

### **Identification, Assessment and Reviews**

The SEN Code of Practice gives guidance for identification and assessment and monitoring procedures which the academy follows.

#### **Identification**

See definition of Special Educational Needs at start of policy.

A graduated approach: 'Every Teacher is a Teacher of SEN'

Quality First Teaching: 'The baseline of learning for all pupils'

Any of the following may trigger a concern. The child and parent/carer are involved throughout.

- Ongoing teacher and TA observation and assessment within the classroom, and/or attainment in annual standardised assessments show one or more of the following:
- The child is working at a level below the national expectation for that Year group
- The attainment gap between the child and his peers is getting wider.
- A previous rate of progress is not being maintained.
- Little progress is being made even when teaching approaches and resources have targeted a child's identified area of weakness.
- Low scores in diagnostic testing
- Emotional or behavioural difficulties persisting in spite of the use of the academy's behaviour management programmes.
- Self-help skills, social and personal skills inappropriate to the child's chronological age.
- Diagnosis of a previously unidentified medical condition, communication problem or sensory impairment
- Looked After children, in liaison with Children's Services
- For a child who is new to the academy, records from the previous academy indicating that additional intervention has been in place.
- Parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills.
- Other adults concerns eg from School Nurse, Educational Psychologist, Children Services.

1. Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored.
2. Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. They will receive intervention
3. The class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
4. The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
5. Through the above actions it can be determined which level of provision the pupil will need.
6. If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary
7. In accordance with Section 6.51 of the 2014 Code of Practice, parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.
8. The student is monitored if concern is raised by parent or teacher but this does not automatically place the pupil on the school's SEN register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
9. Pupil progress meetings and parent evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.

### **SEN Support:**

Where it is determined that a pupil does have SEN, and requires support, parents will be formally advised of this in accordance with Section 6.48 of the 2014 Code of Practice, before inclusion of the individual on the Academy's SEN register. The aim of formally identifying a pupil with SEN is to help the Academy ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

This an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

In identifying a child as needing SEN support the subject teacher, working with the SENCo, should carry out a clear analysis of the pupil's needs. This should draw on subject assessments, teacher observations, and details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the Academy's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staffs are already involved their work will help inform the assessment of need.

Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

## **Plan**

When it is decided to provide a pupil with SEN support, parents will be informed in writing.

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

## **Do**

The class teacher remains responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with learning support assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

## **Review**

Reviewing pupil progress will be made at half termly progress check academic data reviews. This process will evaluate the impact and quality of the support and interventions. The SENCO will revise the support and in light of pupil progress and development; making any necessary amendments going forward, in consultation with parents/carers and class teachers.

Where a student is making appropriate progress and barriers to learning are either removed or no longer relevant, in accordance with 6.54 of the 2014 Code of Practice both students and parents/carers will be consulted about removal from SEN register.

## **Referral for an Education, Health and Care Plan:**

If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the Academy but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken in collaboration with parents, SENCO and class teacher.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents/carer
- Teachers
- SENCO
- Social Care
- Health Professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the pupil is eligible for an EHC plan. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Throughout the academy we monitor and track the progress of all children by an ongoing process of planning, teaching and assessment.

## **Early Years**

When children entering our Early Years Setting who have an IEP, a transition meeting will be arranged with the Early Years SENCO, the Early Years staff and the academies SENCO. Parents and staff at the child's previous setting will also be invited to attend to pass on information to academy. This is to ensure that the provision that the child needs is continued through our early years setting.

If a child continues to make inadequate progress in spite of the strategies the teacher has used in class, the teacher may decide that more intervention is needed. The teacher and the SENCO look at the evidence of inadequate progress and decide on strategies which are additional to, or different from those already being provided in the classroom to help the child to make progress.

A learning passport is written by the class teacher for the child. This sets out the learning or behavioural targets that the child is working towards, and describes the strategies and arrangements needed to help the child achieve these targets. The targets are discussed with the child in age-appropriate language and with parents/carers. These will be reviewed half termly and at the end of the term, by the class teacher reviewing them and sharing the outcomes with the parents, by sending home copies of the Learning Passport. Parents are of course welcome to come in and discuss these with the class teacher and or SENCO.

At the IEP review decisions are made about the future actions that may be taken to meet the child's needs. These may be:

- a) To reduce the amount of help.
- b) To continue with the existing level of help with new targets set.
- c) To increase the level of intervention if there has been little progress.

### **Evaluating the success of provision for pupils with SEN.**

The Governing Body, in partnership with the SENCO and other colleagues, will monitor and report on the success of SEN provision for pupils with SEN in a variety of ways:

- Monitor and evaluate the success of short and medium-term targets
- Evaluate the impact of tailored provision and programmes of study
- Analyse progress data for pupils with SEN
- Analyse attendance and exclusion data for pupils with SEN
- Monitor progress against SEN priorities in the Academy Improvement Plan.

### **Complaints procedure**

The academy has well established procedures for dealing with parental complaints.

These are detailed in the 'Complaints Procedure' as outlined in the prospectus.

### **In- service training**

We regularly self-evaluate our inclusion and SEN strengths and areas for development. Priorities are identified and built into the Academy Improvement Plan. The academy has a commitment to staff development in the area of Inclusion & SEN to ensure that both teachers and support staff effectively meet the needs of pupils.

In-house or outside agency training is arranged as indicated in the Academy Improvement Plan.

## **Links**

The academy makes good use of outside agencies, seeking support and advice to maintain high standards of provision.

Links and partnerships are developed with Staffordshire Education Inclusion Services, SUAT and other outside agencies to provide support and advice to enable the academy to meet pupil needs effectively. Support and advice may be provided by:

- a specialist teacher in the identified area of need
- a medical service such as a Speech Therapist, Physiotherapist or Occupational Therapist
- an Educational Psychologist
- Social Services, especially for Looked After children
- CAMHS
- Staffordshire Parent Partnership
- Community Nurse

## **Partnership with Parents**

We welcome and encourage all parents to participate in their child's educational progress from the outset, seeing them as equal partners.

We will endeavour to foster effective partnerships, valuing parents' views and contributions and will draw attention to the availability of relevant and accessible information, support and advice (e.g. Parent Partnership Service).

## **Partnership with Pupils**

We will continue to work towards positive pupil involvement in decision-making related to their development. Most children have their own views on how they see their special needs which may give insight into the problems experienced by both pupils and teacher. From an early age, children with SEN should be actively involved at an appropriate level in discussions about their IEP's, including target setting and review arrangements and have their views recorded.

## **Links with other Schools and Academies**

We benefit from partnership links with other local schools and academies and institutions in our neighbouring area and in our cluster of Academies.

The Foundation Stage class teacher arrange visits to the Early Years setting when they are informed of a child with SEN who will be starting at Moorgate Academy.

At Y6 transition the SENCO provides information on request to the local feeder Secondary School about children with SEN who have chosen to go there.

For pupils with an EHC the SENCO arranges a meeting with the SENCO from the chosen Secondary Academy, the class teacher, the parents and the child during the spring or summer term prior to transition.

## **Summary**

It is the academy's aim to remove barriers to learning for all children in its care. Implementation of this policy will support the effective inclusion of all children, including those with SEN, through raising achievement and enabling participation in the full life of the academy.

Dissemination and review

Last Reviewed: September 2019



Next Review: September 2020

Signed: L. Wormall