

Delce Academy



Special Educational Needs Policy and Information Report

September 2020

Aims

At Delce Academy we strive to support all children to enable them to achieve at school. In order to do this, many steps are taken to support them through their learning journey. Quality teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets.

High quality first inclusive teaching and additional interventions are defined through our dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer every child in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first inclusive teaching and the application of a differentiated and personalised approach to teaching and learning. Our global curriculum supports high aspirations for all our learners.

Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and Responsibilities

The SENCO

The SENCO is Mrs Chandler.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

SEND information report

What kinds of Special Educational Needs provision are made at the school?

All staff and governors at Delce Academy strive and work hard to ensure our school is an inclusive school. We share a mutual ethos of every child matters and celebrate effort and achievement equally. We aim to address each child's needs and support their development in the most appropriate way possible. As part of Delce Academy we have the Delce Education Centre which is a specialist provision

that supports children who have an Educational Health Care Plan and have challenges that can impact on their learning, specialising in Social, Emotional & Mental Health.

We refer to the term “Special Educational Needs” if a child:

- a. Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic criteria are adhered to when making a decision. The threshold for each year group varies.
- b. Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.

The difficulty or disability may relate to:

- **Communication and interaction** - Autistic Spectrum Disorder, Asperger’s Syndrome, Selective mutism, Speech and or Language difficulties.
- **Cognition and learning** – Moderate Learning Difficulties, Specific Learning Difficulties [Dyslexia, Dyspraxia].
- **Social, Emotional and Mental Health** – Attention Deficit/ Hyperactivity Disorder, Oppositional Defiance Disorder and mental health disorders.
- **Sensory or Physical conditions** – Hearing/Visual impairment, Sensory Processing Disorder/difficulties.

Special Educational Provision is additional to or different from which is made generally for most children in school.

Assessment is an ongoing process throughout the school. Regular assessments support us monitoring that each child is making adequate progress against the national expectations set for each year group from Foundation Stage through to Year 6.

If a child is not making the expected progress, then we identify a need and determine the reasons why.

Adequate progress is defined as that which:

- Closes the attainment gap between the child and children of a similar age
- Prevents the attainment gap growing wider
- Is similar to their peers starting from the same attainment baseline, but less than the majority of their peers
- Matches or is better than the previous rate of progress
- Ensures a child has full access to the curriculum in line with their peers
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvement in a child’s behaviour allowing them to be receptive to learning.

What are the school’s policies with regards to the identification and assessment of children with Special Educational Needs?

Assessment is an ongoing core process throughout the school. It is a check that each child is making adequate progress against the National Expectations set for each year group from Foundation Stage through to Year 6.

Adequate progress is defined as that which:

- Closes the attainment gap between the child and children of a similar age
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers
- Matches or is better than the previous rate of progress
- Ensures that a child has full access to the curriculum in line with their peers
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvement in a child’s behaviour allowing them to be receptive to learning.

If a child is not making the expected progress, then additional and different assessments tools may be required to determine the reasons why.

To help us ascertain a better understanding of a child’s learning difficulty, we may use:

- SNAP
- RWInc phonics assessment

Sometimes, more specialist assessments are needed to gain a deeper understanding of a possible difficulty. When this is the case, the following assessments may be used:

- The Dyslexia Screening Tests (Lucid Screening/Pearson's Screening)
Used to test children who may have dyslexia traits/signs following concerns raised by class teachers or parents.
- Speech and Language Link
Used to test a child if there is a concern raised regarding spoken language and understanding of language.
- Boxall Profile
The Boxall Profile is an observational tool which focuses on identifying children's developmental needs and the levels of skills they possess to access learning. It supports staff in developing greater observational skills and deepens understanding of children's difficulties.

These assessments may also be used to plan targeted intervention programmes for the child and also contribute towards creating a benchmark for measuring the impact of subsequent interventions.

How will the school evaluate the effectiveness of provision for children with SEN?

Provision for children with additional needs is evaluated in a variety of ways:

- Use of a provision map to measure progress and achievement
- Evaluation of Individual Education Plans (IEP) 3 times a year
- Use of assessment information/progress rates etc. pre and post interventions
- Use of attainment and progress data for children with SEN across the school as part of whole school tracking of children's progress
- Use of pupil/parents interviews/questionnaires
- Monitoring by SENCo and the Senior Leadership Team

What are the school's arrangements for assessing and reviewing the progress of children with SEN?

Delce Academy assesses and reviews the progress of all children by using the following methods:

- Each child's Individual Education Programme (IEP) will be planned by the class teacher. It will be differentiated accordingly to suit the child's individual needs. This may include additional general support from the teacher or teaching assistant.
- If a child has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the child can be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need. The interventions will be reviewed regularly by all involved, to assess the effectiveness of the provision and to inform future planning.
- Pupil Progress Meetings are held at least three times per year following data input. These are meetings where the class teacher meets with the Senior Leadership Team to discuss the progress of the children in their class. This shared discussion may highlight any potential difficulties so further support may be planned. This is when IEPs and their effectiveness are discussed.
- Occasionally, a child may need more expert support from an outside agency, such as the Children's Therapy Team or a Paediatrician. Referral forms are completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers. These will be included as part of the child's IEP, if they have one.
- The Governors of Delce Academy are responsible for entrusting a named person, Mrs Webb, to monitor Safeguarding and Child Protection procedures. In a support and challenge role, the Governors ensure the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

What is the school's approach to teaching pupils with special educational needs?

The SEN Code of Practice 2014 recognises 'Special educational provision is underpinned by high quality teaching and is compromised by anything less'.

At Delce Academy our priority is to ensure all children, including children with SEN, have access to outstanding lessons which are appropriately scaffolded and personalised to meet the needs of individual children when appropriate.

We also recognise some children will require educational provision which is 'additional to' or 'different from' this. To achieve this, we engage in a cyclical four-stage process: 'Assess, Plan, Do and Review':

- Assess: The class teachers and if necessary, the SENCo or professionals from external agencies, assess the needs of the individuals.
- Plan: We identify the barriers to learning, intended outcomes and plan appropriate support and intervention to meet those outcomes.
- Do: We provide appropriate support either within the classroom or as part of a targeted intervention programme. This could involve the provision of a resource, a change in an approach to learning, access to technology or working with an adult.
- Review: We evaluate the impact of the support provided and consider whether changes to the support need to be made.

How will the school adapt the curriculum and learning environment for children with SEND?

The curriculum and learning environment will be matched to my child's needs when:

- A child has been identified with special needs or disability; their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- Teaching Assistants (TAs) may be allocated to work with the child for some 1-1 or small focus group, to target more specific needs.
- Appropriate specialist equipment may be given to the child e.g. writing slopes, pen/pencils grips or easy-to-use scissors.
- Reasonable Adjustments are put in place to not put a child at a substantial disadvantage as soon as is reasonably possible.

The school environment is accessible as:

- Ramp and lift into school make the building accessible to all.
- A toilet adapted for access suitable to those with additional physical needs, including wheelchair users.
- Doors which can allow all access to the main entrance of the building with internal doors which also facilitate access.
- We have an up-to-date Accessibility Plan, which is available via the School Office.

How will my child be included in activities outside the classroom including school trips?

A child will be included in activities outside the classroom, including school trips by:

- Risk assessments being carried out and procedures put in place to enable all children to participate.
- When deemed necessary, if an intensive level of 1:1 support is required, school staff will accompany the child during the activity. This will be negotiated between school and parents to support the highest level of learning independence. There may be occasions when the risk assessment deems it in the best interest of the child's well-being/safety that a parent is asked to support the child on a trip.

What support will there be for my child's overall well-being?

The school will support any child's overall well-being through:

- Members of staff, such as the class teacher, Home School Support Worker and SENCo, being readily available for children who wish to discuss issues and concerns.
- Social skills groups are run by various Teaching Assistants with suitable experience.
- Children who find lunchtimes difficult are able to join the lunchtime 'chill out' club run by support staff.
- Structured playtimes and lunchtimes are arranged to provide the opportunity to experience positive playtimes; feeling safe and enjoying the company of their peers.

Children with medical needs

- If a child has a specific medical need then a detailed Care Plan is compiled with health professionals, usually the School Nurse, in consultation with parents/carers, SENCo, appropriate teachers, teaching assistants and appropriate administrative staff. These are discussed with all staff involved with the child, if necessary, on a need-to-know basis.
- All staff receive regular medical training i.e. EpiPen, delivered by the school nurse.
- Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed Medi-Care plan is in place to ensure the safety of both child and staff member.

How will the school prepare and support a child when joining Delce Academy or transferring to a new school?

Delce Academy understands what a stressful time moving schools/classes can be therefore many strategies are in place to enable the child's transition to be as smooth as possible.

These include:

- Meetings between the previous or receiving schools prior to the child joining/leaving.
- Children attend a Transition Day where time is spent with their new class teacher.
- Additional visits are also arranged for children who need extra time in their new class/school.
- A member of staff is always willing to meet parents/carers prior to their child joining the school.
- Secondary school staff visit children prior to them joining their new school.
- Mrs Chandler meets the SENCos from the secondary schools to pass on information regarding children with SEND.
- Where a child may have more specialised needs, a separate meeting is arranged with Mrs Chandler, the secondary school SENCo, the parents/carers and where appropriate, the child.

What training do staff receive and specialist agencies secured to support children with SEND?

At Delce Academy, we believe having knowledge develops understanding which ultimately improves teaching practice and provision for children. All staff have received training regarding different areas of SEN, these have included sessions on:

- How to support children with a diagnosis of dyslexia.
- How to support children on the autistic spectrum.
- How to support children with emotional needs.
- De-escalation techniques for challenging behaviour and Positive Handling.
- Some Teaching Assistants have also received training phonics and the development of early reading.

Delce Academy has access to a vast range of specialist services to support the school, families and children.

The agencies used by the school include:

- AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)
- Bradfields Outreach Team
- CAMHS/NELFT (Child & Adolescent Mental Health Service)
- Children's Advice and Duty Team for Child Protection
- Community Paediatricians
- Educational Psychologist
- Medway Council Inclusion Team
- Marlborough Outreach Team (Autism and communication support)
- Occupational Therapy
- PASS (Physical & Sensory Service) to support children with hearing/visual Impairment
- School Nurse
- Speech and Language Therapy

An Educational Psychologist is allocated to each school. S/he would normally only work directly with children whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

This involvement is generally planned at the In School Review (ISR). In School Reviews are meetings held three times a year between school staff and other professionals. The aim of an ISR is to gain an understanding of, and try to resolve, a child's difficulties.

In order to help understand the child's educational needs better, the psychologist will generally meet with the parent/carer and give feedback once assessments of the child have been completed.

S/he will offer advice to the school and parent/carers on how to best support the child in order to take their learning forward.

How are the school's resources allocated and matched to children's special educational needs?

The school's resources are matched to the children's special educational needs by:

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs. If a child's needs exceed £6000 then the school may apply to the Local Authority for additional funding (Top-up funding) to further support their needs.
- Additional provision allocated after discussion with the class teacher at Pupil Progress Meetings or, if a concern has been raised by them at another time during the year.
- Concerns being raised on completion of assessments used, indicating further support or resources need to be allocated to the child.
- Individual Pupil Premium payments used to support a child's learning.

The decision about how much support a child will receive is made:

- When the child joins the school, support is allocated on the information provided by the feeder school. Usually, in consultation with year groups, teaching assistants may be allocated to individuals or small groups, to support in class or in other focus groups tailored to the child's needs.
- During their school life, if further concerns are identified due to the child's lack of progress or well-being then other interventions will be arranged.

What are the school's arrangements for consulting and involving parents of children with SEND?

At Delce, we value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure their child's needs are identified properly and met as early as possible. In order for parents to play an active part in their child's development, the school endeavours to provide relevant information so they can reinforce learning in the home.

How will I be involved in discussions about and planning for my child's education?

Parents will be involved in the planning for the child's education as all parents are. This may be through:

- Discussions with the class teacher as the first point of contact
- Parents' evenings
- Discussions with Mrs Chandler or other professionals
- Parents are encouraged to comment on their child's IEP with possible suggestions which could be incorporated

How will I know how my child is doing?

Parents will know how their child is doing because:

- Parents will be able to discuss the child's progress at Parents' Consultation Evenings.
- Parents may have brief discussions with the class teachers at the end of the school day, if they are available. However, appointments can be made to speak in more detail to the class teacher, in the first instance, to discuss concerns by visiting the School Office. They may arrange a follow up appointment with Mrs Chandler, if necessary.
- IEPs (Individual Education Plans) are written three times per year linked to the autumn, spring and summer terms. The IEPs will be shared with parents. Parents may wish to make an appointment to review the targets and discuss the new targets set. Parents/carers are encouraged to contribute input to be included on the IEP.

How will you help me to support my child's learning?

Delce Academy will help parents to support their child's learning by:

- The class teacher may suggest ways of supporting my child's learning through messages, parents' evenings or additional meetings arranged when necessary.
- Mrs Chandler, may meet with parents to discuss how to support their child. She may, alongside the class teacher, discuss strategies to use if there are difficulties with a child's behaviour/emotional needs.
- Having liaised with, and informing parents of, the outside agencies or the Educational Psychologist, suggestions and programmes of study can then be used at home.

Who should I contact for further information?

At Delce Academy, we are committed to working in partnership with parents and carers to meet the needs of the children in our school.

If you have any questions or concerns, we ask parents to contact the following:

- Class teacher - If you were to have a question or concern about the provision for your child with SEN, in the first instance, we would encourage you to contact your child's class teacher.
- SENCo - Should you wish to discuss your concerns further; you could contact the SENCo (Mrs Chandler) by making an appointment at the School Office.
- Headteacher - If you still have concerns regarding the provision for your child, then please contact our Headteacher who will investigate your concern.
- Chair of Governors - In the unlikely event your concern is not resolved, then please make contact with our Chair of Governors in line with our 'Parental Complaints' policy and procedure, available via the School Office or website.

Other agencies:

Medway Council Local Offer

The information in this report feeds into Medway Council's Local Offer which details support, opportunities and services available to children and young people in their area who have SEND. This can be accessed at: www.medway.gov.uk/localoffer

Family Information Service

The Family Information Service is a service which is run by Medway Council to provide families with information on a range of services including health, education, financial, legal and family issues as well as leisure and social activities. To visit the website, click [here](#) or call 01634 332195.

Medway SENDIAS (SEND Information and Advice Support service)

The Medway SENDIAS Service can also provide information, support and advice to parents or carers about their child's special educational needs. Their website can be found [here](#) for more information.

Special Educational Needs and Disability Code of Practice

The Special educational needs and disability code of practice: 0 to 25 years can be found [here](#).

Contact details

If your child has special educational needs and/or a disability and you would like to know more about what we offer at Delce Academy please contact us using the details below.

SENCO: Mrs Chandler

Contact: Tel: 01634 845242 **email:** office@delceacademy.co.uk

Dedicated SEN time: 5 days

Home School Support Worker: Mrs Tyler

Contact: Tel: 01634 845242 **email:** office@delceacademy.co.uk

SEN Governor: Mrs Langthorne

Contact: Tel: 01634 845242 **email:** office@delceacademy.co.uk