St. Clement's C. of E. Academy
Special Educational Needs and Disability Policy

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

A child or you person has SEN if they have a learning difficulty or disability which calls for 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 others 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 institutions.

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

Our Christian Ethos

St. Clements has served the community in Nechells in the name of Christ since 1859, by offering all children attending a high quality education that values every person as an individual made in the image of God and seeking to develop them to fulfil their potential both academically and spiritually.

We aim to produce citizens of a global community who uphold and respect British values, which strongly align with the Christian values of the Anglican Communion. New people, representing a diverse range of backgrounds and beliefs, are welcomed wholeheartedly into our Academy family and are nurtured and supported by our harmonious Academy community. Friendship is extended to each and every one, as we develop a multi-faith community where God's compassion and forgiveness informs our daily lives.

The Aims of the Academy

The governors and staff work in partnership with the parents and representatives of the community in order to provide a positive, stimulating and secure learning environment; where the ability of all to contribute is recognised and their individual achievements celebrated. We believe that every child and adult is entitled to an Academy day that begins with a sense of purpose and positive anticipation; is challenging, productive and free from intimidation; and concludes with a sense of achievement and desire to return tomorrow.
We aim to achieve this by:-

- Providing a rich and stimulating curriculum derived from the needs and interest of the children.
- Being a place where every child is offered an exciting and stimulating learning environment which will open doors on new worlds and encourage them in the enjoyment of learning.
- Providing an environment which will enable each child to develop his or her full potential, physically, intellectually, spiritually and creatively.

- Maintaining an atmosphere in which all children can be happy, feel secure and relate positively to one another and the adults working in our Academy.
- Encouraging everyone to have high aspirations and expectations and to strive always to improve on their previous best.
- Ensuring equal opportunities for all and give full recognition to the diverse cultures which enrich our Academy, by developing an ethos of respect and rejoicing in each other's differences so that everyone knows they are valued.
- Developing in each child—
    - A growing awareness of the spiritual dimension of life by nourishing a sense of awe and wonder.
    - Initiative, self-discipline and the ability to work co-operatively.
    - A sense of responsibility for themselves, their work and their environment.
    - Self-esteem and pride in their community.
    - The ability to communicate effectively with others.
    - Skills to enable them to work independently and begin the habit of lifelong learning.
- Preparing our children to be confident, caring, capable and adaptable future citizens of our multi-cultural, fast changing society.
- Encouraging positive relationships between Academy, the home and the community.
- Raising the awareness of parents and carers of the children of the importance of their role in the education process.

Responsibility for the coordination of SEN provision

The person responsible for overseeing the provision for children with SEN is Helen Groom. Responsibility for the day provision of education for pupils with SEN is the SENCo.

Arrangements for coordinating SEN provision

The SENCo will hold details of all SEN records for individual pupils.

Via the Academy's Shared Resource area and the SENCo all staff can access:

- The Academy's SEND Policy;
- A copy of the full SEN Register.
- Guidance on identification of SEN in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their Individual Target Plans (ITP).
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- Information available through Birmingham's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. This policy is made accessible to parents on the Academy website and also in paper version if requested in order to aid the effective coordination and co-operation between the Academy and families to achieve the best outcomes for pupils.

Admission arrangements

Please refer to the information contained in our Academy admissions policy. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with or without Education, Health and Care Plans.

Specialist SEN provision

We are committed to whole Academy inclusion. In our Academy we support children with a range of special educational, medical needs and disabilities. We will seek specialist SEN provision and training from SEN services where necessary. The Academy accesses support from private Speech and Language services, Pupil and School Support, the Communication and Autism team (CAT team) and private Educational Psychology support where required to ensure that provision is accurately targeted at need.

Facilities for pupils with SEN

The Academy complies with all relevant accessibility requirements.

Allocation of resources for pupils with SEN

All pupils with SEND are provided with appropriate support and resources funded from the SEN element of the Academy's General Annual Grant funding from the Education Funding Agency. Some pupils with SEND, for example those with an Education Health and Care Plan may be allocated additional funding via the Local Authority.

Broad areas of need

The Code of Practice it identifies four broad areas to give an overview of the range of needs that should be planned for within our Academy. Children may have needs in more than one area and their needs may also change over time. The areas are: Cognition & learning, communication and interaction, sensory and/or physical, and social, emotional and mental health difficulties.

<u>Children have a learning difficulty if they:</u>

- Have a significantly 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 educational authority.
- Have emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Have sensory or physical needs, require additional specialist equipment and support.
- Have ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

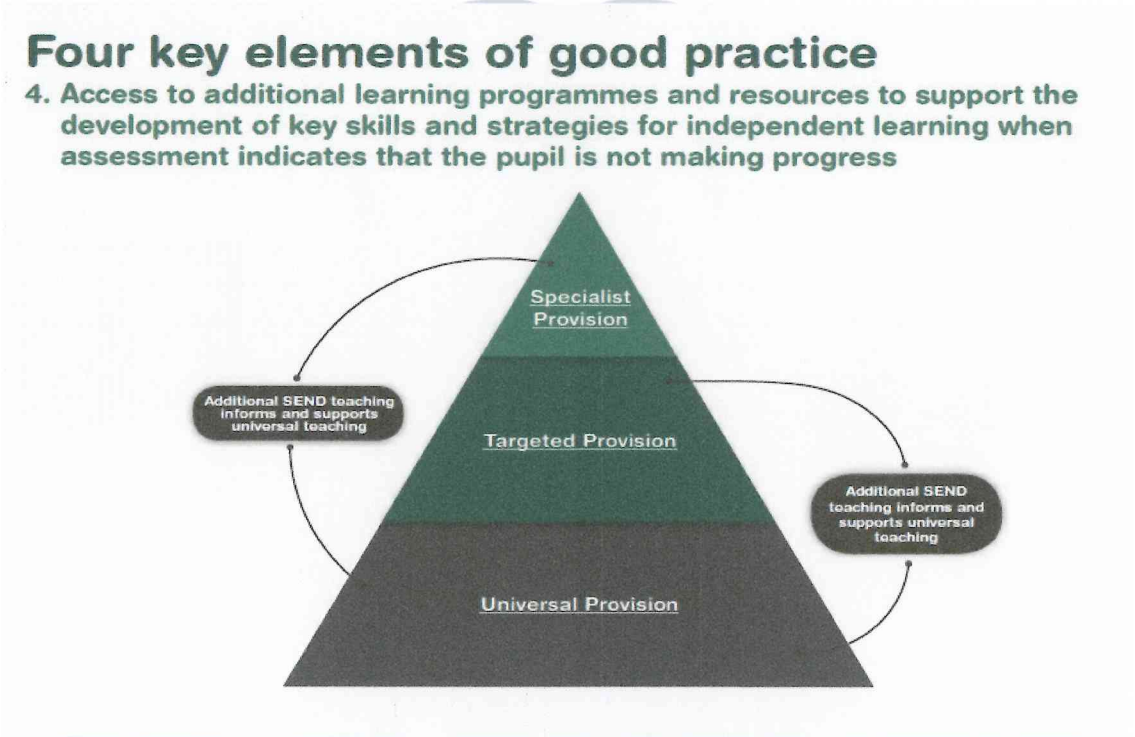
What is not SEN, but may impact on progress & attainment

Newly Arrived / English as an Additional Language
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. For some children, learning to speak English can take some time & therefore their early progress in reading, writing, speaking & listening &/or maths can be slow, but this does not mean that they have SEN. If a child has SEN & they are learning to speak English, this can make their progress much slower & at times can make it difficult to identify the underlying causes of their SEN.

Identification of pupils needs

See definition of Special Educational Needs at start of policy.

A graduated approach



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Four key elements of good practice

4. Access to additional learning programmes and resources to support the development of key skills and strategies for independent learning when assessment indicates that the pupil is not making progress

Specialist — Further Additional SEND provision

Needs are so individual, that they require the skills of a specialist teacher or group of professionals to be involved. The majority of these pupils' time is spent in the mainstream classroom but their 'additional and different' provision is highly personalised and closely monitored. The class /subject teachers are clear how to encourage independence and boost these pupils' self esteem. This provision may come from within the school or from outside the school (i.e. a collaboration with other schools or the LA Local Offer)

Targeted — Additional SEND provision

Some pupils receive additional SEND provision from well- trained staff who are highly effective: this is a specific, time limited, evidence-based intervention for pupils who are not making good progress due to a special educational need. Schools will have developed professionals within school (or through a cluster of schools) who can support these students.

The pupil's response to the intervention will provide teachers with an indication of how significant the SEND is likely to be

Universal SEND provision

Additional SEND teaching informs and supports universal teaching. All teachers are able to make creative adaptations to classroom practice enabling children with special needs to learn inclusively and meaningfully, alongside their peers

Universal SEND provision (Quality First Teaching)

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. 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. The child's class teacher(s) will take steps to provide differentiated learning opportunities through quality first teaching 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. The child will be placed on the SEND register and parents informed.

The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class. The level of provision the child will need going forward is then decided. If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the Academy.

Any concerns will be discussed with parents informally or during parents' evenings. Parents' evenings are part of the process used to monitor and assess the progress being made by children.

In the previous Code of Practice this would have been known as 'School Action'.

Targeted – Additional SEND provision

Where it is determined that a pupil does have SEN, parents will be formally advised of this and, if the child is not already on the SEN register they will be added to it. The aim of formally identifying a pupil with SEN is to help Academy ensure that effective provision is put in place and so overcome the barriers to learning. At this stage the support provided will be in the form

of additional small group or 1:1 support from within the Academy which is time limited and designed to overcome the barriers identified in as short a period of time as possible. This support is additional to Quality First Teaching. In the previous Code of Practice this would have been known as 'School Action Plus'.

Specialist – Further Additional SEND provision

This is necessary when pupils have specific needs that need to be addressed by a specific teaching approach or by a specialist teacher. Staff will either be trained in the Academy to deliver these specialist approaches or outside specialists will be employed to deliver these approaches. In the previous Code of Practice this would have been through a 'Provision Plan'.

To ensure that provision is pitched correctly and that interventions are having the desired effect there is a cycle of Assess-Plan-Do-Review as follows:

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted 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, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff 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

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 and the pastoral team, 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 child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with support staff and the Pastoral Team 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

Reviews of a child's progress will be made as and when required but always once a term. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil, where practicable, and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support being provided and the desired outcomes based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan

If a child 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 child 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 (EHC) Plan will be taken at a progress review.

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

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals such as Community Paediatrician; Child and Adolescent Mental Health Service (CAMHS);
- Other specialist services such as Educational Psychologist, Speech and Language Therapist, Communication and Autism Team (CAT), Pupil and School Support Team (PSS).

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care in Birmingham about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

https://childrens.mycareinbirmingham.org.uk/local-offer-main-page/assessment-of-needs/assessment-and-education-health-care-plan/education,-health-and-care-plans.aspx

or by contacting the Parent Partnership Service (SENDIASS) at:

https://childrens.mycareinbirmingham.org.uk/local-offer-main-page/early-years-and-childcare/specialist-support-for-the-early-years/support-for-parents-and-other-carers/information-advice-and-support-service.aspx

Education, Health and Care (EHC) Plans

a. Following Statutory Assessment, an EHC Plan will be provided by Birmingham City Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The Academy and the child's parents will be involved developing and producing the plan.

b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the Academy named in the Plan if it differs from their preferred choice.

c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEN provision provided by the Academy as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the child.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in Academy and through networks in which the Academy is involved such as the POD and Titan Educational Partnership

Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or small group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrate achievement.

Inclusion of pupils with SEN

The Head Teacher and SENCO oversee the Academy's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the Academy. The Academy's curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The Academy will seek advice, as appropriate, from external support services through the network meetings offered by the Birmingham Education Partnership and other regional SENCo network meetings.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the Academy encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on at least a termly basis in line with the SEN Code of Practice. SEN provision and interventions are recorded and evidenced and updated when the intervention is changed or targets met. These are updated by the class teacher and are monitored by the SENCO. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCO at Pupil Progress Meetings and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to investigate these concerns and offer a solution. It may be that parents are still not happy in which case the Head teacher will intervene to see whether any further action can be taken and advise on formal procedures for complaint. (See the Academy's Complaints Policy).

Continuing Professional Development

We aim to keep all Academy staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCO attends relevant SEN courses and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to the needs of those pupils requiring support i.e. those pupils with Autistic Spectrum Disorder, and also the Academy development priorities and those identified through the Special Needs Action Plans.

Links to support services

The Academy continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid Academy inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our Academy. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

Working in partnerships with parents

At St Clement's we believe that a close working relationship with parents is vital in order to ensure early and accurate identification and assessment of SEN leading to appropriate intervention and provision; the continuing social and academic progress of children with SEN and the personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil, where appropriate, will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The Academy's SEN Governor may be contacted at any time via the Academy in relation to SEN matters.

Links with other Schools

The Academy works in partnership with the other schools in the area and within the family of church schools as well as the Titan Education Partnership and the Nechells POD. This enables the Academy to build a bank of joint resources and to share advice, training and development activities and expertise.

Links with other agencies and voluntary organisations

St Clement's seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO is the designated person responsible for liaising with any agencies or individuals who can provide specialist advice in the identification and meeting of individual pupils' needs.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

This policy was agreed by the Governing Body on Tuesday 5th July and will be reviewed annually.

Signed ..... (Chair of Governors)

ST. CLEMENT'S C. OF E. ACADEMY