

# West Thornton Primary Academy

## **Disability and Special Educational Needs Policy**

Revised in line with the new Code of Practice  
2014

**Date: October 2018**

**Review Date: October 2019**

*(Ratified 16<sup>th</sup> October)*



*Due regard has been given to the Equalities Act 2010*

# West Thornton Primary Academy

## Special Educational Needs 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 young 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.

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.

New legislation (The Children and Families Act 2014) came into force on 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can find further information on this new pathway using the following link:-

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/342440/SEND\\_Code\\_of\\_Practice\\_approved\\_by\\_Parliament\\_29.07.14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf)

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Croydon that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

You can find further information on Croydon's local offer by following the link below:-

<http://www.croydon.gov.uk/contents/departments/education/pdf/sen/sen-provision.pdf>

# Mission Statement

## Vision

We are a learning community which creates chances for dreamers, idea makers and innovators to connect, thrive and outperform. We empower our children to use their skills as divergent thinkers, responsible role models and leaders to carve out their own futures, and become extraordinary citizens.

We are passionate that all schools in our family are free to follow their own destinies based on the needs and aspirations of their investors. Our uniqueness and different strengths ensures that our communities grow and prosper and that we have opportunities to support and learn from each other as we create futures for all.

## Inclusion Statement

At West Thornton Primary Academy all children are valued inspired and respected within our happy, welcoming academy community.

We set high expectations for all our children. Practitioners give every child the opportunity to experience success in their learning, by providing a relevant and challenging curriculum with an emphasis on personalised learning.

**We are working towards becoming a Dyslexia friendly school and adopt appropriate practices to ensure that all children can access the learning.**

## Strategic Aims

- Create a welcoming and caring atmosphere, placing safeguarding at the forefront of all we do;
- Expect the very best from all through developing an enjoyment, and commitment to twenty-first century lifelong learning;
- Develop critical thinking and the ability to transfer skills (Building Learning Powers – BLP);
- Foster self-esteem, self-autonomy and self-discipline;
- Provide inspirational opportunities to acquire, develop, and apply a broad range of knowledge, understanding and skills;
- Enable pupils to become creative, innovative and enterprising learners who welcome challenge;
- Develop a respect for the spiritual, moral, social and cultural values and views of others;
- Encourage and recognise the importance of pursuing a healthy lifestyle and developing wellbeing; and
- Promote a sense of community cohesion through developing partnerships with all stakeholders in our academy.

# 1. Aims and objectives 'Every Teacher is a Teacher of SEN'.

## Aims:

- Provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.
- Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of our students' achievement.
- Support all students to excel by offering multiple pathways for progression.
- Equip students with the skills and attributes necessary for adult life.
- Create a welcoming atmosphere for parents.

## Objectives:

- **Staff members seek to identify the needs of pupils with DSEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services (and feeding schools or early years settings) prior to the child's entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the SENCo.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with DSEN. Continuous monitoring of those pupils with DSEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with DSEN have full access to the Curriculum.** This will be co-ordinated by the [SENCo, the Inclusion team and Head Teacher] and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding DSEN procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. West Thornton Primary Academy receives further support from Schools and Families Specialist Service, Education Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS), MASH, Occupational Therapy, Children's Medical Services, Physiotherapy and The Hearing Impairment Service.
- **Create a school environment where pupils can contribute to their own learning** by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is promoted across the school within the security of each vertical tutor group. Our school community helps to build a sense of belonging, respect and value. A sense of comradeship and team spirit is also encouraged through wider opportunities for participation in school life (e.g. membership of the School Council, affiliation with sports teams and other clubs).

## 2. Responsibility for the coordination of DSEN provision

- The person responsible for overseeing the provision for children with DSEN is Mrs Naina Chauhan (Deputy Head/SENCO).

### 3. Arrangements for coordinating DSEN provision

The SENCo will hold details of all DSEN Support records such as the DSEN Register, provision maps, strategy sheets and structured conversation minutes for individual pupils.

**All staff can access the following documents on the Staff Share drive::**

- Individual pupil DSEN Support Plans
- The West Thornton Primary Academy DSEN Policy
- A copy of their class DSEN Profile (DSEN List)
- The Whole School Provision Map
- Guidance on identification of SEN in the Code of Practice.
- Information on individual pupils' special educational needs including pupil profiles and strategy sheets where applicable.
- Practical advice, teaching resources, and information about types of special educational needs and disabilities.
- Information available through The Croydon SEND Local Offer.

In addition, each class has an DSEN folder with individual children's Support Plans and any other outside agency information.

By accessing the above every teacher will have complete and up-to-date information about all pupils with special needs in their class and their requirements; enabling them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's DSEN provision.

### 4. Admission arrangements

Please refer to the information contained in our school prospectus.

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

Where appropriate upon transition; children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. An individual plan of action to aid transition will be offered.

### 5. Specialist SEN provision

West Thornton Primary Academy is an inclusive school. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion see **Section 10**.

In our school we support children with a wide range of needs. We are committed to whole school inclusion and will seek support and training from SEND services where appropriate.

## 6. Facilities for pupils with DSEN

The building provides wheelchair access, disabled toilets and lifts. One classroom (The Explorer Zone) is allocated to form the Learning Support base for students with DSEN to access.

## 7. Allocation of resources for pupils with DSEN

It is the responsibility of the senior leadership team, SENCo and Governors to agree how the allocation of resources is used.

West Thornton Primary Academy has an outstanding DSEN provision for children with Special Educational Needs. Every child's needs are catered for on an individual basis.

A number of DSEN pupils may also receive intervention funded by Pupil Premium allocation depending on the nature of the programme(s) offered.

## 8. Identification of pupils needs

### Identification:

See definition of **Special Educational Needs** at start of policy and our DSEN Report/local offer on the website.

[http://thesynaptictrust.org/files/SEN\\_Report\\_2016.pdf](http://thesynaptictrust.org/files/SEN_Report_2016.pdf)

### **A graduated approach: 'Every Teacher is a Teacher of SEN'.**

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

1. Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
2. Once a pupil has been identified as *possibly* having DSEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
3. The subject 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 DSEN register they may also fall into this category as continued monitoring will be necessary.
7. Parents 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 Pupil is monitored if concern is raised by parent or teacher but this does not automatically place the pupil on the school's DSEN 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, academic tutorials 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.

### **DSEN Support:**

Where it is determined that a pupil does have DSEN, parents will be formally advised of this before inclusion of the individual on the School DSEN Register. The aim of formally identifying a pupil with DSEN is to help school ensure that effective provision is put in place and to remove barriers to learning. The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do
- Review

This is 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 the most effective in supporting the pupil to achieve good progress and outcomes.

#### **Assess**

In identifying a child as needing DSEN 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, 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 school'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 DSEN support, parents will be informed. 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 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 teaching 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**

Pupil progress is monitored on an ongoing basis. However, formal target setting meetings take place on a termly basis where all children's attainment and progress is reviewed. Parent Consultations take place at the beginning of each academic year with the SENCo, the child, class teacher and any significant supporting members of staff. There will also be other meetings with class teachers and the SENCo throughout the year to 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 and teachers.

## **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 school 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 at a progress review involving parents, SENCo and outside agencies if applicable.

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

- Parents
- 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 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 (see above link),

Or by contacting the Parent Partnership Service on: 020 86635626

More information on PIP can be found in the found on the following link:-

<http://www.pipcroydon.com/>

### **Education, Health and Care Plans (EHC Plan)**

1. Following Statutory Assessment, an EHC Plan will be provided by Croydon Council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved developing and producing the plan.
2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
3. 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 Personal Review** enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

For further information please contact the SENCo.

### **9. Access to the curriculum, information and associated services**

Pupils with DSEN will be given access to the curriculum through quality first teaching in the classroom and the specialist DSEN provision provided by the school as is necessary, as far as possible, taking into account with the wishes of parents and the needs of the individual.

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

Regular training and learning opportunities for staff on the subject of DSEN and DSEN teaching are provided in school. Staff members are encouraged to attend voluntary twilight and Inset training to further develop skills and knowledge.

#### **Ensuring Access to the Curriculum for Pupils with DSEN:**

##### **The SENCo and Senior Leaders are responsible for:**

- Keeping staff fully informed of the special educational needs of any pupils including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of DSEN and DSEN teaching. Ensuring staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with DSEN.
- In-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary.
- Individual or small group tuition is available where it is felt that pupils would benefit from this provision.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

### **10. Inclusion of pupils with DSEN**

The Headteacher oversees the Academy Policy for Inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom and offsite provision.

The school will seek advice where appropriate around individual pupils, from external support services and the Early Help Team and the Multi-Agency Safeguarding Hub are also available for Heads and nominated Safeguarding Officers to access. Where a behavioural incident warrants exclusion the Headteacher, the SENCo, the Learning Mentor and member(s) of SLT will consider the incident in line with the Academy's Exclusion Policy.

## **11. Evaluating the success of provision**

In order to make consistent continuous progress in relation to DSEN provision, the school encourages feedback from staff, parents and pupils during the academic year. Parents, staff and students are given an opportunity to evaluate the effectiveness of provision by **means of a questionnaire.**

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. The Academy offers an *Open Door* policy where parents can access the SENCo regularly. Further feedback from parents can be given at any time through email contact available on the school website.

## **12. Complaints procedure**

Refer to the general 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 with the SENCo or the Headteacher who will be able to offer advice on formal procedures for complaint if necessary.

## **13. In service training (CPD)**

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 DSEN.

The academy seeks the support of the Local Educational Psychology Service when a need for specialist training is identified. The Senior Leadership Team consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific DSEN issues.

The SENCo attends relevant DSEN courses, Family DSEN meetings and facilitates/signposts relevant DSEN focused external training opportunities for all staff. All Teaching Assistants are offered training opportunities through a range of local agencies working with specific students at the academy.

We recognise the need to train all our staff on DSEN 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 school development priorities and those identified through the use of provision management (see Section **11**).

## 14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our DSEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful DSEN provision within our school. 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. The Inclusion Team will meet on a regular basis. At this time any relevant information regarding pupils with DSEN is discussed and if necessary filtered to teaching staff using a variety of means. This forum provides an opportunity to gather evidence, discuss barriers to learning and a means of offering support to the child.

## 15. Working in partnerships with parents

**West Thornton Primary Academy** believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of DSEN leading to the correct intervention and provision.
- Continuing social and academic progress of children with DSEN to enable personal success.
- Parental views are considered and valued.

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 DSEN 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 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 school's DSEN link governor may be contacted at any time in relation to DSEN matters.

## 16. Links with other schools

The school is a member of **The Synaptic Trust** in partnership with **Forest Academy, Shirley Children's Centre, The South Norwood Academy, Woodside and West Thornton Teaching Alliance**. This enables the partnership to build a bank of joint resources and to share advice, training and development activities and expertise.

### Transition

Where a student has a current statement or EHC plan there is a legal requirement to provide an annual review at the point of Year 9 and Year 11 transition. This review may take the form of a Person Centred Review or Formal Review. This is decided upon by the SENCo in consultation with external agencies. Transition Plans are drawn up in accordance to parental, pupil and staff views follow the actions of a Review Meeting. Pupils with funding (AFN/HLN) where appropriate will also receive an annual review.

## 17. Links with other agencies and voluntary organisations

**West Thornton Primary Academy** invites and seeks advice and support from external agencies in the identification, assessment and provision of DSEN. The SENCo is responsible for liaising with the following:

- Education Psychology Service
- Occupational Therapy Service
- Hearing Impairment Service
- CAMHS
- Children's Medical Services
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss DSEN provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

**Signed** \_\_\_\_\_ *[Di Pumphrey]* **(Headteacher)**

Date \_\_\_\_\_

**Signed** \_\_\_\_\_ *[Judith Everett]* **(SENCo)**

Date \_\_\_\_\_

**Signed** \_\_\_\_\_ *[Name]* **(DSEN Governor)**

Date \_\_\_\_\_