



Grasmere Academy

Learn • Flourish • Achieve

Special Education Needs and Disability (SEND) School Policy

Date adopted by governors: January 2022

Committee: Quality Committee

Review date: January 2023

The Guiding Principles

Our Mission Statement

Grasmere Academy aims to inspire a community of life long learners by empowering its members to achieve their very best in a fully inclusive stimulating environment. Inclusion at Grasmere Academy is at the heart of our vision 'Learn, Flourish, Achieve' and we aim to ensure that all children despite their educational or physical need have the right to learn. We nurture children which allows them to flourish and achieve their full potential.

At Grasmere Academy, it is our belief that each child's potential should be developed to the full and that all children should be equally valued and given access to a broad and balanced education.

This policy describes the way that we meet the needs of children who experience barriers to their learning, which may relate to:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

At Grasmere Academy we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

We believe there should be a whole school approach to providing for a child's special educational needs; we consider too that the knowledge, views and experience of a child's parents are of great importance.

The teacher in school with particular responsibility for Inclusion and Special Educational Needs is Miss Helen Winship.

In Summary:

- All teachers are teachers of children with special needs;
- Teaching such children is therefore a whole school policy;
- Children with SEND should have their needs met;
- The needs of children will normally be met in the mainstream school;
- The views of the children should be sought and taken into account;
- Parents have a vital role in supporting their child's education;
- All children should be offered full access to a broad, balanced curriculum;
- The school building and environment will be made as accessible as possible to all pupils.

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.

The Children and Families Act 2014 came into force 1st September 2014. The SEN Code of Practice also accompanies this legislation. More details about the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

Statements of Special Educational Needs, for those children with the most complex needs, are replaced with an Education, Health and Care Plan (EHCP). 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 North Tyneside 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. Further information can be found on the North Tyneside Local Authority website:

www.mynorthtyneside.gov.uk/category/590/what-local-offer

Grasmere Academy's SEND information Report can also be found at:

<https://www.grasmereacademy.org.uk/sen> and <https://www.grasmereacademy.org.uk/inclusion-policies>

Aims and Objectives

Aims

We aim to

- 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.
- to support children to achieve at the highest level possible, taking into account their starting point and ideally to achieve in line with expected outcomes for all pupils.

Objectives

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND 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 SEND have full access to the National Curriculum.** This will be co-ordinated by the SENDCo 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 SEND 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. Some of these services include Educational Psychology Service, Speech and Language, Children and Adult Mental Health Service (CAMHS), Dyslexia and Dyscalculia Service, Behaviour Support and Outreach, Language and Communication Team and Occupational Therapy.
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, school plays, sports teams, residential visits and play leaders in the playground.
- **Seek to raise aspirations of and expectations for all pupils with SEND.**
- **Provide support, advice and training for all staff.**
- **Work within the guidance**

Arrangements for Coordinating Educational Provision for Pupils with SEND

The Role of the Governing Body:

- To have regard to the current Code of Practice when carrying out duties towards all children with SEND;
- To ensure that necessary provision is made for those children with SEND;
- To report annually to parents on the school's policy for pupils with SEND;
- To seek to ensure that the child is included in the activities of the school together with all children, so far as is reasonably practical;
- To ensure that teachers in the school are aware of the importance of identifying, and providing for those children who have SEND.

The governor designated to take a particular interest in and monitor the school's work in SEND is Kevin Burns.

The Role of the Head Teacher:

- To oversee management of the policy;
- To keep the Governing Body fully informed along with the SENDCo.
- To work closely with the SENDCo.

The Role of the SENDCo

- To take responsibility for the day-to-day operation of the school's SEND policy;
- To plan and co-ordinate the school's strategies for identifying children with SEND in conjunction with the Head Teacher/ Deputy Head Teacher;
- To advise on, and where appropriate carry out, more detailed assessment;
- To advise on the appropriate teaching arrangements for children with SEND and to assist with the planning and implementation of individual and group learning programs.
- To co-ordinate and manage an effective provision monitoring system, outlining additional provision throughout the school;
- To oversee an efficient system for monitoring, recording and tracking progress of children with SEND, including maintaining a detailed/list of such children;
- To ensure continuity for children with SEND from class to class;
- In conjunction with the E-Learning coordinator, to use information and communications technology to help pupils gain access to the curriculum as an aid to teaching and learning;

- To identify and make provision for training needs; school-based or on courses; involving teaching staff and /or Teaching Assistants.
- To ensure that regular discussion takes place with parents of children with SEND (at least 3 times per year);
- To seek the views of children with SEND, and to take them into account when planning;
- To link with feeder and host schools to ensure smooth transition and to liaise with schools during mid- year admissions where appropriate;
- To make referrals to outside agencies where appropriate;

The person responsible for overseeing the provision for children with SEND is Miss Helen Winship.

Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Specialised Provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEN provision and training from SEND services where necessary.

Grasmere Academy runs a 14 place Additional Resourced Placement (ARP) for children with SEND. These places are arranged through the Local Authorities Local Offer. This runs alongside the mainstream classes. Children access their mainstream classes and have opportunities to work with their peers. Children in the ARP receive a highly differentiated curriculum personalized to their needs.

Partnership with Parents

- Parents of SEND children are involved at every stage as soon as problems or difficulties are identified.
- They are kept informed at all stages.
- Parents are encouraged to reinforce at home any strategy that the school is implementing so as to strengthen the home-school relationship.

Special Facilities

- Details of our plans and targets for improving environmental access are contained in the Access Plan.

Allocation of Resources

- Resources are allocated to support children with identified needs at SEND Support or above.
- Each half term we map provision to show how we allocate human resources to each year group, this is also reviewed regularly.
- This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.
- Where necessary specialist equipment, books or other resources that may help the child are purchased.

Identification, Assessment and Provision.

A Graduated Approach:

Quality First Teaching

- a) 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.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's 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.
- d) The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- g) 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 school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents afternoons/evenings.
- i) Parent's afternoons/evenings are used to monitor and assess the progress being made by children.

SEND Support

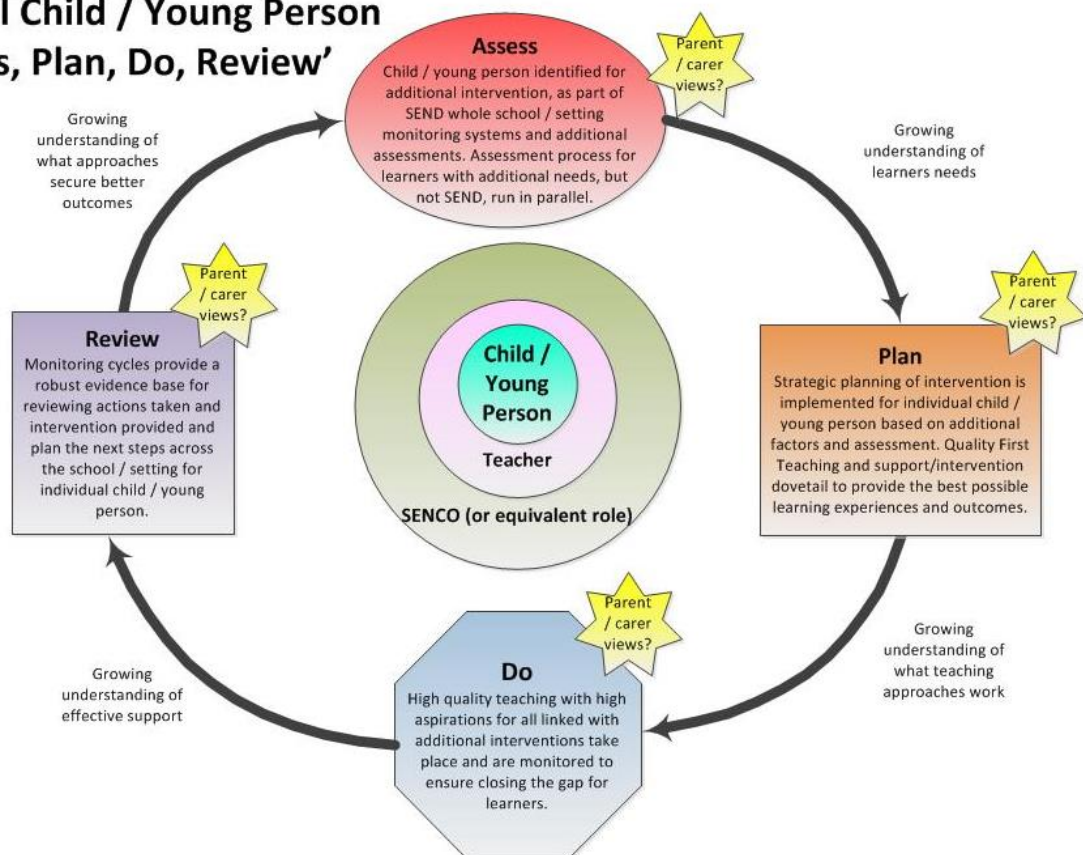
Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND list. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan

- Do
- Review

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

Individual Child / Young Person 'Assess, Plan, Do, Review'



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 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, 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, SENDCo 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 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 teaching assistants and 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 SENDCo.

Review

Reviews of a child's progress will be made regularly. 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 and where necessary their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Removing a child from the SEND Register

Where a child is deemed to no longer need additional SEND support with mutual agreement of school and parents, they may be removed from the register. The decision is made after close scrutiny of progress and the impact of strategies. The register is reviewed termly.

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 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 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 Plan will be taken at a review meeting.

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

- Parents
- Teachers
- SENDCo
- Social Care
- Health professionals

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 about whether or the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

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

www.mynorthtyneside.gov.uk/category/590/what-local-offer

Education, Health and Care Plans

Following Statutory Assessment, an EHCP will be provided by North Tyneside if it is decided that the child's needs are not being met by the support that is ordinarily available.

The school and the child's parents will be involved developing and producing the plan. Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice. Once the EHCP 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 SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting or onsite MLD ARP. Where this is not possible, the SENDCo 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 SEND and SEND teaching are provided both in school and at other relevant settings. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND. In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or 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 achievements at all levels.

Inclusion of Pupils with SEND

The SENDCo oversee the school's policy for SEND and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils.

Evaluating the Success of Provision

In order to make consistent continuous progress in relation to SEND provision the school 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 a termly basis in line with the SEN Code of Practice. SEND provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These interventions are monitored and evaluated half termly by the SENDCo 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 Head Teacher or SENDCo, who will be able to advise on formal procedures for complaint. Details of our complaints procedure can be found on the school website – www.grasmereacademy.org.uk.

In Service Training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCo attends relevant SEND courses and facilitates/signposts relevant SEND 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 SENDCo, with the Head Teacher ensures that training opportunities are matched to school development priorities.

Links to Support Services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.

Working in Partnerships with Parents

Grasmere Academy believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision.
- Continuing social and academic progress of children with SEND.
- 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 SENDCo may also signpost parents of pupils with SEND to the local authority and/or SEDIASS 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.

Links with Other Agencies and Voluntary Organisations

Grasmere Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCo is the designated person responsible for liaising with the following:

- Education Psychology Service
- Behaviour Support Service
- Social Services where relevant
- Speech and Language Service
- Language and Communication Team
- Outreach Services
- Dyslexia and Dyscalculia Team
- CAMHS
- Occupational Therapy

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

STORING AND MANAGING INFORMATION

All documentation relating to SEND is managed in line with GDPR guidelines.

CONTACT INFORMATION

SENDCo – Helen Winship

Telephone – 0191 2220259

Email – helen.winship@ntlp.org.uk or
info@grasmereacademy.org.uk

Website – www.grasmereacademy.org.uk

SEND Governor – Kevin Burns

GLOSSARY OF TERMS

SEND – Special Educational Needs and Disabilities

SENDCo – Special Educational Needs and Disabilities
Coordinator

EHA – Early Health Assessment

EHCP – Education Health Care Plan

CAMHS – Child and Adolescence Mental Health Service

EYFS – Early Years Foundation Stage

S&L – Speech and Language

LCT – Language and Communication Team

This policy will be reviewed annually.