

Special Educational Needs and Disabilities Information Report

MARINE ACADEMY PRIMARY POLICIES

VERSION CONTROL SHEET

POLICY NAME: Special Educational Needs and Disabilities Policy
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Document date	Filename	Meeting submitted	Summary of changes required
01-06-13	Special Educational Needs and Disabilities Policy	04-07-13	New policy
01-09-14	SEN Information Report	04-03-15	Policy rewritten in light of the new SEN Code of Practice

Special Educational Needs and Disabilities Policy

This policy outlines Marine Academy Primary's approach to Special Educational Needs and Disabilities (SEND); their identification, management, opportunities, provision and the overall programme.

The Governors and staff of MAP2 have accepted the duties and responsibilities placed upon them by the 1996 Education Act and have adopted the principles of the 2014 SEN Code of Practice with regard to children with SEND. The SENCo is Miss. Siobhan Easton.

At MAP2 we are committed to offering an inclusive curriculum to ensure the best possible progress for all our children whatever their needs or ability.

We believe that:

1. All pupils are entitled to a broad, balanced, relevant and differentiated curriculum
2. All pupils are entitled to be valued by all staff for the individual contribution they make and therefore, are entitled to experience success and feel positive about themselves
3. The members of the Academy Trust together with the Senior Leadership Team and teachers will accept responsibility for pupils with SEND. All teachers are recognised as teachers of SEND.
4. More able pupils who also have SEND may require special provision or consideration, even though the needs of these children are not advertised by the SEN Code of Practice
5. Many pupils, other than those identified by the Academy may need temporary help and support during their school life as they face setbacks.

1. General Principles

At MAP2 we are committed to offering an inclusive curriculum to ensure the best possible progress for all our children whatever their needs or ability.

We believe that:

- ★ all children are entitled to a broad, balanced, relevant and differentiated curriculum, and it is the responsibility of all teaching staff to deliver this.
- ★ all children are entitled to be valued by all staff for the individual contribution they make and therefore, are entitled to experience success and feel positive about themselves
- ★ the members of the Academy Trust together with all teaching staff, and teaching and learning support staff accept responsibility for children with special needs. All teachers are recognised as teachers of SEND.
- ★ more able children also have special educational needs and may require special provision or consideration, even though the needs of these children are not advertised by the SEND Code of Practice

- ★ many children, other than those identified by the Academy may need temporary help and support during their college life as they face setbacks.

2. Definition of Special Educational Needs

The terminology which MAP2 will use to define SEND will be based on The Code of Practice (2014), which states that:

- ★ A child or young person has SEND 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:
 - ★ have a significantly greater difficulty in learning than the majority of others of the same age; or
 - ★ 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.

Children with SEND may be children who:

- ★ Have a statement provided by the LA
- ★ Are recognised to have a learning difficulty that may be overcome by extra teaching support and differentiated resources or other support provided by the LA
- ★ Are recognised to have Social, Emotional and Mental Health difficulties that may be overcome by extra support delivered within the classroom, specialised classroom management, pastoral intervention and access to support provided by the LA
- ★ Have a physical difficulty
- ★ May have difficulty accessing the curriculum either through attendance, learning and/or Social, Emotional and Mental Health difficulties and may require an individual learning/flexible package designed specifically to meet their needs.

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition. In assessing the needs of the student, the SENCO will listen to the student and to their parents, and take in to account their views.

MAP2's Approach to SEND

- ★ All children with SEND will have their needs met within our mainstream school.
- ★ We recognise that the views of Parents/Carers should play a vital role in supporting their child's education.
- ★ The views of the child will also be sought and taken into account.
- ★ Children with SEND will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum.

- ★ The culture, practice, management and deployment of resources in the school are designed to ensure all children's needs are met.
- ★ The school will work collaboratively with other agencies to ensure that any child's SEND is identified at the earliest stage possible.
- ★ The school will exploit best practice when devising interventions and the SENCo will facilitate this sharing of good practice to ensure the best for all children with SEND.
- ★ All concerned (SENCo, class teachers, support staff etc.) will take into account the wishes of the child concerned, in the light of their age and understanding.
- ★ We will work with Parents/Carers in a partnership and provide them with relevant information through the ACADEMY BASED SEN SUPPORT PLAN paperwork to support their children at home and enable them to understand their child's targets.
- ★ Interventions will be reviewed at the end of two new terms (12 weekly) to assess their impact, the children's progress and views of the children and staff involved.
- ★ The SENCo will ensure that there is close co-operation between all agencies, in particular the Multi Agency Support Team (MAST), link Educational Psychologist, School Nurse, Communication Interaction Team (CIT), Speech and Language Therapists etc.
- ★ All Individual Education Plans will have clear and detailed targets, which are set within prescribed time limits, specify monitoring arrangements, shared with Parents/Carers and are reviewed at the end of two new terms.

3. Aims and Objectives

At Marine Academy Primary we aim to:

1. Ensure that pupils with SEND are given every opportunity to experience success, achievement and fulfilment in their work and we will ensure that pupils with SEND join in the activities of the Academy together with pupil who do not have SEND so far as that is reasonably practical and compatible with the pupils receiving the necessary Special Educational provision.
2. Provide educational and emotional support in a positive learning environment.
3. Ensure that staff and governors operate a system which effectively identifies and monitors the performance of pupils with SEND; to conduct regular reviews of their progress and the provision made for them as outlined in the SEN Code of Practice.
4. Provide a system of inclusion for pupils who have difficulty accessing the curriculum.
5. Maintain, review and update a SEND Register of pupils identified as SEND and make these details available to all teaching and support staff.
6. Ensure that all staff and relevant outside agencies are aware of, and involved in, furthering the education of pupils with SEND.
7. Continue to develop effective secondary school links providing transitional information and support for pupils with SEND.

8. Ensure that the Principal, staff and members of the Academy Trust will draw up and report annually to parents on the policy and effectiveness of the Academy's work for pupils with SEND.
9. Involve parents through constructive dialogue and consultation about the education of their child.

4. Identifying children with SEND

The SENCO (Siobhan Easton) will liaise with all Nursery providers and other primary schools to ensure that information on children transitioning into the Academy to ensure information is shared effectively.

Differentiated Curriculum Provision

- In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles, access strategies and personalised learning targets. In Literacy and Numeracy we aim to ensure that all lessons are differentiated at least three ways but as often as possible four ways. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.
- Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning. Progress will also be monitored by the Assessment Coordinator through tracking of data on School Pupil Tracker and E-Profile Pupil Progress Meetings. The SENCo will also monitor the success of Academy Based SEN Support Plan targets at the two new termly Inclusion Review and during SEND Folder scrutinies.
- The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress.
- The school uses the definitions of adequate progress as suggested in the revised SEN Code of Practice, that is, progress which:
 1. Closes the attainment gap between the child and their peers
 2. Prevents the attainment gap from growing wider
 3. Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
 4. Matches or betters the child's previous rate of progress
 5. Ensures full access to the curriculum
 6. Demonstrates an improvement in self-help or social or personal skills
 7. Demonstrates an improvement in the child's behaviour

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature of level of a child's needs are unlikely to be met by such an approach, provision at the School Action level may need to be made.

5. Assessing and reviewing student progress towards outcomes.

All children at MAP2 have individual academic targets, against which progress is reviewed five times during each academic year. Class teachers, Senior Leaders and the SENCO will use data from this reporting, alongside standardised scores for reading and spelling, identify when a child is not making expected levels of progress, so that appropriate action can be taken.

Where children are at Targeted Intervention or SEND Support, they will have an Academy Based SEN Support Plan that includes desired outcomes. The views of the student regarding progress towards these outcomes alongside academic targets, as well as the views of their Parents / Carers will be sought, and this will be used to assess progress and inform planning, along with normal data used for all children. Evidence from any external professionals as well as from any informal observations will also be used.

Children with Education, Health and Care Plans (EHCPs) will have additional targets within these plans. These targets will reflect the ambitions and aspirations of the student. Progress against these targets will also be reviewed at least annually. Parents / Carers will be invited to annual reviews of EHCPs, at which point their views as well as those of the children will be sought. Relevant professionals will be invited to these reviews.

The progress of children without Education, Health and Care Plans who are on SEND Support, will be reviewed at least termly. The student, parents / carers and relevant professionals where necessary will be invited to these reviews.

6. Liaising with Children and Parents/Carers

The progress of all children is reported to parents three times per year. Children, and parents of children who have EHCPs or are in the SEND support category will be invited to meet the tutor and / or SENCO each term to review progress. The views of the pupil and the parents will form a key part of these discussions. Agreed outcomes will be recorded and shared with relevant staff.

Parents will be involved in decisions to add or remove children from SEND support, in any proposed amendments to EHCPs, or if referral to outside agencies is being considered.

Parents can access the services of Plymouth Parent Partnership who provide impartial and confidential support relating to special educational needs. They can be reached on 01752 258933,

email: parentpartnership@plymouth.gov.uk or www.plymouthparentpartnership.org.uk

Parental Involvement

Parents/Carers of all pupils at MAP2 are actively encouraged to become involved in the education of their children and this is particularly important for pupils with specific individual needs. Such Parents/Carers are invited to keep in close contact with the Academy, particularly with their child's teachers and Unit Leader and, if the child has SEND, with the SENCO through formal and informal discussion.

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Parents/Carers will always be informed when an external agency becomes involved with their child and will be kept fully informed about the Parent Partnership Service.

Parents/Carers of children who take medication should contact the Academy. They should note that they will need to also follow the Medicine Policy, with regards to completing paperwork and providing the medication to the school.

All Parents/Carers of children who are prescribed medication to help them deal with the effects of ADHD are particularly asked to contact the Academy to discuss the support which the Academy can provide for their child.

Any Parents/Carers who feel there are shortcomings in any aspects of their child's education should, in the first instance, contact the SENCo. If there are issues still to be resolved Parents/Carers have the right to take matters to the Principal and then Chair of the Academy Trust. A formal appeals system is available that may ultimately take parental concerns to the Secretary of State. Staff at the Academy do take a pride in operating an open, welcoming, supportive and consultative framework, which ensures that concerns rarely even reach the Principal.

7. Working with external professionals.

The SENCO may involve external specialists where the student continues to make less than expected progress despite internal support and interventions, or if advice regarding identification or support strategies is required. Outcomes will be recorded and shared with Parents/Carers and relevant staff.

8. Supporting children between phases of Education.

Children with SEND moving to Marine Academy Primary from other nurseries and primaries will be invited to take part in our enhanced Transition programme. The aims of this programme are to increase familiarity with the Academy environment and expectations, and to reduce any anxiety that the student may have.

Specialist equipment or facilities to support SEND children may need to be purchased. This will be considered on a case by case basis, and where necessary, an application for additional funding will be made to the Local Authority.

9. Adaptations to curriculum, teaching and the learning environment.

At Marine Academy Primary we passionately believe that all teachers are teachers of SEND. There is an expectation that teachers will be aware of the learning needs of all children that they teach, and will differentiate their teaching strategies and their resources appropriately.

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The SENCO, with the help of external professionals where appropriate, will work with staff to ensure that our very best endeavours are focussed on ensuring that every student is able to access the curriculum.

As well as receiving High Quality Teaching including differentiated curriculum, teaching strategies and resources, children may be supported in the classroom by Teaching Assistants or Higher Level Teaching Assistants. In such cases there will be an emphasis on developing independent study and life skills.

The new build has offered a great opportunity to ensure that the learning environment meets the needs of all children. Student's views have been central to developments in this area.

Admission and Inclusion

All teachers in the Academy are teachers of pupils with SEND. As such MAP2 adopts a whole school approach to SEND, which involves all the staff, adhering to a model of good practice. The staff of the Academy are committed to identifying and providing for the needs of all pupils in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the LA.

The Academy operates an Equal Opportunities Policy for pupils with SEND who are afforded the same rights as other children. This includes both those pupils with a Statement of SEND and those others with less significant problems.

Disabled Access and Provision

'A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.'

'A person has a disability for the purposes of this Act if he/she has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.'

Children Act 1989 & Disability Discrimination Act 1995

Children with physical disabilities have full access to the curriculum and are fully integrated into all aspects of Academy life. Every effort is made to ensure that no child is discriminated against.

Access to the curriculum is provided by a combination of curriculum support, technical support, physical support and advice from external agencies. Curriculum, technical and physical support may be delivered by one or more adults working within the Academy.

Class Teachers are offered advice on how to adapt the learning environment to maximise learning potential for all children with disabilities.

MAP2 has disabled access as well as disabled toilets. Technical advice and support is provided by the external agencies to meet the needs of these Statemented and non-Statemented pupils.

Pupils with mental health difficulties who may have difficulty accessing the curriculum are fully supported by the Academy through careful management of individual programmes which are delivered, reviewed and monitored by the Learning Team with additional support from outside agencies.

The Academy is wholly committed to the inclusion of all children with disabilities.

10. Ensuring expertise among teachers and other professional to support SEND children.

Marine Academy Primary places great value in the professional development of our staff. Plymouth University is one of our sponsors, and it is through this link with them that all newly appointed staff undertake to study towards Masters level qualifications. Adapting teaching strategies to meet the needs of all children has been a key focus of studies that all teaching staff have taken part in, for example all staff have had training in the use of TAs when supporting children with additional needs.

Siobhan Easton and the MAP SENCO, Gareth Price both hold the National Award for SENCOs, and work closely with Senior Leadership Team to ensure that a range of training opportunities are available to both teaching and support staff throughout the year. This training is adapted to ensure that it addresses the needs of current children. Siobhan Easton is now

11. Enabling children with SEND to have access to facilities and extra-curricular activities.

The SENCO works closely with specialist advisory teachers from the local authority to ensure that all children with physical or sensory needs have the best possible opportunity to access facilities in school. This may involve purchasing specialist equipment or making special arrangements to assist a student with moving around the Academy site.

At Marine Academy Primary we have a range of extra-curricular activities and off-site visits happening throughout the year that are available to each and every student including SEND children. These children may also take part in activities developed through our Marine specialism and through our association with Plymouth University. When appropriate, extra-curricular activities specifically tailored to SEND children are delivered.

12. Supporting and improving social and emotional development.

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At Marine Academy Primary all staff work together to ensure that all children are fit for learning in the classroom. The services of a trained counsellor are bought in by the Academy and are available to children.

Children identified social and emotional issues may partake in group or one to one intervention programmes organised by the SENCO.

MAP commissions the services of both an Educational Psychologist and a Clinical Psychologist. Both work regularly with MAP children both in small groups and individually. This is in order to assess the needs of the children, and to help the children to develop improved emotional literacy and well-being and to help ensure that children are fit for learning. They also train staff to develop their capacity to meet the needs of all children. When appropriate, advice or intervention from other external professionals will be sought.

13. Types of SEND catered for at MAP.

Marine Academy Primary will endeavour to meet the needs of all children whom the Local Authority place in mainstream education. Every effort will be made to ensure that reasonable adjustments are made where necessary to cater for children with physical or learning disabilities.

In deciding whether to admit pupils with learning difficulties, the Governing Body must be satisfied that the school can genuinely meet their needs as individuals and can at the same time continue to meet the needs of other pupils.

The Role of the Academy Trust

- ★ Governing Bodies are required to ensure that the necessary provision is made for every pupils with SEND.
- ★ They are required to review the SEND Policy.
- ★ They must report annually to parents on the Academy's SEND.
- ★ The nominated member of the Trust meets regularly with the SENCo and is encouraged to take an active role with Effective Learning.

14. Alternative provision.

Marine Academy Primary works closely with off-site providers to ensure that the needs of all children with social, emotional and mental health difficulties are catered for.

Support Provided by External Agencies

MAP2 maintains effective liaison with external agencies to help with the assessment, review and support of pupils with SEND. These include:

- ★ The Educational Psychology Service
- ★ Children's Disability Team
- ★ Communicational & Interaction Team (CIT)
- ★ Physiotherapists

- ★ Occupational Therapists
- ★ School Nursing Service
- ★ EMAT
- ★ Parent Partnership
- ★ Childrens' Speech & Language Service
- ★ Multi Agency Support Team (MAST)
- ★ The Child Development Centre (CDC)
- ★ Plymouth Advisory Learning Support Team

In addition to those listed, MAP2 also has regular contact with social workers, home tutors, specialists for disability and other colleagues within the LA. All communications with external agencies will be made by, through, or with the full knowledge of the relevant Class Teacher, Senior Leadership Team and the SENCo.

15. Complaints procedure.

Marine Academy will endeavour to work closely with parents of SEND children, and will endeavour in the first instance to resolve any disagreements through constructive dialogue.

If a parent feels that the college is failing to comply with its legal requirements with regard to its SEND provision, or is unreasonable in the way that it complies with them, s/he can make a formal complaint, in writing, to the Academy Trust. Finally, if dissatisfied with the Academy Trust's response, the complaint can be forwarded to the Secretary of State for Education. For additional information please refer to the Academy's complaints policy.

Links:

- www.plymouthonlinedirectory.com
- www.plymouth.gov.uk/sen
- www.plymouthparentpartnership.org.uk
- www.ace.plymouth.sch.uk

Evaluating Success

This SEND Policy will be reviewed annually. Evidence will be gathered by the member of the Academy Trust with the overview of SEND, and through monitoring the policy in the following ways:-

1. Academic progress of pupils with SEND
2. Improved behaviour of pupils, where this is appropriate
3. The increase in the level of inclusion achieved within the Academy setting as a percentage of time
4. Pupil attendance
5. Number of exclusions
6. Number of pupils supported by the funding allocation for non-Statemented SEND

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7. Consultation with Parents/Carers
 8. Pupils awareness of their targets and achievements
 9. The Academy meets the statutory requirements of the SEN Code of Practice 2014
 10. The Academy Self Evaluation Process for SEND.