



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

Lowbrook Academy is committed to providing quality education in a caring and stimulating environment. We aim to provide a secure and supportive environment where all children and adults are inspired to grow to their full potential.

### **LAETI, SANI, MULTA PERFICIENTES Happy, Healthy, High Achievers**

Lowbrook Academy's vision is underpinned by the following goals and principals

- **Enjoyment, Commitment and Achievement** (Engagement, Exploring, Knowing, Understanding and Making Sense, Fostering Skills, Exciting Imagination and Enacting Dialogue)
- **Equality of Opportunity**
- **Fairness and Justice**
- **Respect, Reciprocity, Responsibility and Honesty**
- **Innovation and Creativity**
- **High Aspirations**
- **Autonomy, Independence and Resilience**
- **Wellbeing and Healthy Living**
- **Local, National and Global Citizenship**
- **Sustainability and Interdependence**

### **Rationale**

At Lowbrook we have a whole school approach to meeting the educational needs of our pupils.

The principles of this policy are based on equal access of opportunity to Lowbrook Academy's Domain Based Curriculum, the Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010 and the SEN Code of Practice September 2015, and all other aspects of school life for all our children. This is irrespective of race, gender, special need or disability.

The emphasis is on meeting the individual and diverse needs of all children within the school. We recognise that some of our children will need special provision during their time in school. The type of provision varies greatly from child to child.

Parents and carers of children with special educational needs and disabilities (SEND) will be fully involved in the identification of the needs of their child and will be encouraged to play an active part in supporting their child's development.

**Definitions of Special Educational Needs and Disabilities (SEND) taken from section 20 of the Children and Families Act 2014:**

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:

- 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.

**Areas of Special Educational Need**

Under the SEND Code of Practice 2014 pupils identified as having a special educational need or disability (SEND) will be considered within one or more of the following categories of need:

***Cognition and Learning***, including:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

***Social, Emotional and Mental Health Difficulties***, including:

- ADD
- ADHD
- Attachment Disorder

***Communication and Interaction needs***, including:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

***Sensory and/or Physical needs***, including:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deaf blind)
- Physical disability (PD).

## 1 Objectives

- 1.1 To ensure sure that the arrangements made for pupils with special educational needs



are in line with the requirements outlined in the Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010 and the SEN Code of Practice September 2015.

- 1.2 To recognise the need for a comprehensive identification of assessment procedure, so that all pupils may receive an appropriately differentiated curriculum to suit their individual needs
- 1.3 To build on children's strengths whilst supporting them in areas of need.
- 1.4 To monitor and review individual needs regularly, and to maintain clear records of any action taken.
- 1.5 For all school staff to work in collaboration with pupils, parents, governors and other agencies.
- 1.6 To raise staff awareness of the need to differentiate effectively in order to cater for children with SEND and to provide staff training regularly, where appropriate.

## **2 Staff Responsibilities**

- 2.1 Responsibility for the day-to-day operation of the SEND policy lies with the SEN co-ordinator (SENCO). See Appendix 1 for names of current post holder and job description.
- 2.2 All teachers are responsible for the educational provision for children with special needs in their class.
- 2.3 The role of the SENCO is to consult, co-ordinate support, and monitor all children with SEND within the school.
- 2.4 The SENCO, in collaboration with the Executive Principal, has lead responsibility for co-ordinating provision for pupils with SEND. All staff, both teaching and support have shared responsibility for such children in their care.
- 2.5 Administrative systems are in place for keeping information up to date and regular meetings are held to ensure those concerned are kept informed of developments.
- 2.6 The class teacher and SENCO will maintain regular contact with the parents / caregivers at all stages of support.
- 2.7 There is a named governor with responsibility for SEND (see Appendix 1).
- 2.8 The "responsible persons" as named in the Code of Practice is the Executive Principal.
- 2.9 The Executive Principal will report to their governing bodies at least annually, evaluating the success of the education provided for the children with SEND.

### **3 Provision**

- 3.1 When a class teacher or the SENCO identifies a child with SEND the class teacher should provide interventions that are additional to, or different from, those provided as part of the school's usual differentiated curriculum and strategies.
- 3.2 Reviews of need and provision take place termly, so as to inform budgeting and resourcing decisions.
- 3.3 The Executive Principal and SENCO will need to determine resource implications and establish whether they will be provided within school or through external means.
- 3.4 The Executive Principal and SENCO will monitor, evaluate and review the effectiveness of the provision.
- 3.5 The LA makes financial provision for children with Education, Health and Care Plans with low and high incidence need.
- 3.6 At Lowbrook the importance of early identification of needs is paramount therefore assessment data is regularly analysed to identify needs. Observations take place within the Foundation Stage and screening checks are carried out when children raise concerns regarding development.
- 3.7 New children with SEND are observed and their previous assessment is looked at, the use of Individual Education Plans (IEPs) and discussion with new parents take place to ensure a smooth transfer of support. The targets on the IEP are based on collaboration between all the parties involved i.e. the child, parent, SENCO, class teacher and teaching assistant. The class teacher and SENCO will ensure that the targets on the IEP are specific, measurable, achievable, relevant and time limited.
- 3.8 Children at Lowbrook Academy are fully integrated into all aspects of school life. Access to the curriculum is provided within the child's class. It may be beneficial for groups of individual children to be withdrawn from class to follow their personalised provision or IEP.
- 3.9 All pupils will have access to a broad, balanced, differentiated curriculum including Lowbrook's Curriculum unless a dispensation has been sought and agreed.
- 3.10 Individual or Group Education Plans will be used to address specific needs for children identified as requiring SEND Support.
- 3.11 In school, support staff work alongside class teachers to ensure all children receive maximum access to the curriculum.

#### **4 Identification**

- 4.1 The SENCO is consulted about any child for whom the class teacher has concerns. The child's name is entered on the class SEND record. This information is transferred onto the school list at least twice a year. Parents/carers will be informed of any action which the school proposes to take.
- 4.2 Prior to September 2014, there were three levels to the SEN Register (School Action; School Action Plus and Statements). The new code of practice in September 2014 adjusted this so there are now just two levels to the SEN register following the criteria described in section 1 (The definition of Special Educational Needs): SEN Support and Education, Health & Care Plan.
- 4.3 The 2014 Code of Practice outlines a graduated response to pupil's needs, recognising that there is a continuum of needs matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies. This graduated approach is outlined as follows:

##### ***i. 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 SENCO 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 parent's evenings.
- i) Parent's evenings are used to monitor and assess the progress being made by children.

##### ***ii. SEN 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 register. 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.

#### 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, 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 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 SENCO.

#### 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 SENCO 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.

### ***iii. 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 progress review meeting.

The application for an Education, Health and Care Plans will combine information from a variety of sources including; Parents, Teachers, SENCO, Social Care and 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 (if applicable) about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision to initiate a statutory assessment leading to an EHC Plan.

Following Statutory Assessment, an EHC Plan will be provided by the Royal Borough of Windsor & Maidenhead, 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 in developing and producing the plan. 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.

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.

## **5 The Local Offer**

- 5.1 As part of the new Code of Practice July 2014. Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled.
- 5.2 The Local Offer has two key purposes:
  - To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
  - To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and disabled



young people and those with SEND, and service providers in its development and review.

- 5.3 The Local Offer covers:
- support available to all children and young people with SEN or disabilities from universal services such as schools and GPs.
  - targeted services for children and young people with SEN or disabilities who require additional short-term support over and above that provided routinely as part of universal services.
  - specialist services for children and young people with SEN or disabilities who require specialised, longer term support.
- 5.4 Schools also are required to be transparent in what their setting offers in terms of support for children with Special Educational Needs.
- 5.5 Further information about the Local Offer is located on the school website under the Special Educational Needs section. Lowbrook Academy's local offer is also available on the RBWM website.

## **6 Assessment**

- 6.1 Staff, together with Parents/carers will identify those children with SEND and the nature of their needs as early as possible.
- 6.2 All teachers use continuous assessment to monitor progress (see Assessment policy).
- 6.3 A range of appropriate assessment procedures will be employed by the class teachers, the SENCOs and outside agencies.
- 6.4 A list of all children with Special Needs will be kept on the school administrative system. Children will be identified under the following categories as outlined in the 2014 revised Code of Practice:
- Communication and Interaction - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
  - Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
  - Social, mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
  - Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties.





- 6.5 Regular reviews of pupils' progress will be held as appropriate to the stage or as outlined in the IEP.
- 6.6 The use of a visual tracker will ensure a clear picture of every child's progress and to ensure they are closing the gap between where they started and the national average, as well as their class peers.
- 6.7 Case studies of a range of different children including SEND will demonstrate progress since starting at Lowbrook.

## **7 Training**

- 7.1 The school recognises the need for SEND, training for all staff and governors. This includes the induction of new personnel and the updating of existing expertise.
- 7.2 Training will be arranged in consultation with the Staff Development Co-ordinator and may draw on a range of institutions and providers.
- 7.3 Support and guidance both formal and informal may be sought from specialist services.

## **8 Access to the School Buildings**

- 8.1 The Academy was built in 1978 as an open plan school, all on one level. It has no corridors or circulation routes, making wheelchair access difficult. There is a ramp to the hall, but no other special facilities. Please see the school accessibility plan for more details.
- 8.2 Lowbrook Academy has disabled toilet facilities.

## **9 Links**

- 9.1 Records and information of SEND will be sent to the receiving school as the pupils transfer. Meetings are held in the Summer Term with the SENCOs of the receiving schools.
- 9.2 The SENCOs of both our schools have regular meetings to exchange relevant information.
- 9.3 Regular cluster group meetings of the SENCOs are held in order to facilitate discussion and support.
- 9.4 The Academy has an "open door" policy so that parents/carers can come into the academy to discuss any concerns. We consider it good practice to try to contact a language interpreter if needed.
- 9.5 The academy has an arrangement whereby parents who have a concern or complaint can contact any member of staff. A meeting can then be arranged for the appropriate staff and others to discuss the issue.



## **10 Criteria for evaluating the success of the SEND Policy**

- 10.1 Children who have special educational needs have had their needs assessed.
- 10.2 These children have been given appropriate provision.
- 10.3 The children who have been identified as having SEND make progress and meet their own individualised targets.
- 10.4 The staff are confident about their own and others' contributions toward meeting the needs of their pupils.
- 10.5 The parents express satisfaction with the identification procedure, information provided, provision given and monitoring arrangements. They can see that their child is making progress.
- 10.6 The LEA is satisfied with the framework of provision for children with Education, Health & Care Plans and can see an efficient use of funds delegated through the LMS formula.
- 10.7 The school has a good relationship with the attached Educational Psychologist. There is regular communication between them.
- 10.8 There is evidence of discussions which have taken place between outside specialists, SENCOs and or the class teachers.

## **11 Review of Policy**

- 11.1 This policy has been drawn up having regard to the Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010 and the SEN Code of Practice September 2014, and amendments to and will be reviewed annually.
- 11.2 Lowbrook Academy will take due account of the recommendations of the Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010 and the SEN Code of Practice September 2014 in all decisions affecting children with Special Educational Needs.

## **12 Confidentiality**

- 12.1 In all matters relating to the Special Educational Needs and Disability of children confidentiality will be respected.

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The Governing Body approved this policy on date: **25<sup>th</sup> November 2016**



Signed:

Chair of Governors

Signed:

Executive Principal