



St Mary
Magdalene
Academy

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

St Mary Magdalene Academy is a Christian community of learning. We aim to nurture young people to become high achievers and to discover their vocation in the global society.

“Show by a good life that your works are done by gentleness born of wisdom”
James 3.13

SPECIAL EDUCATIONAL NEEDS (SEN) - POLICY STATEMENT

ST MARY MAGDALENE ACADEMY

Approval Committee:	Full Governing Body
Review Committee:	Curriculum & Standards (C&S)
Author/responsible person:	Special Educational Needs Co-ordinator (SENCo)
Last reviewed:	7 February 2017
Next review date:	Spring Term 2018
Required to publish on website?	Yes
Statutory?	Yes

1.1 Scope of Policy

This policy applies to pupils with SEN, their parents and all staff.
This policy should be read in conjunction with the following:

- Teaching and Learning Policy;
- Disability and Accessibility Plan/Policy;
- Equality Act 2010 Policy;
- Equal Opportunities Policy;
- Admissions Policy; and
- Medical Policy.

1.2 Definition of SEN

- 1.2.1 A child or young person has SEN if he/she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- 1.2.2 A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
- 1.2.2.1 has a significantly greater difficulty in learning than the majority of others of the same age, or
 - 1.2.2.2 has a disability which prevents or hinders him /her 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.
- 1.2.3 Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

1.3 Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014

Key requirements / Legal duties

This policy responds to the requirements and recommendations of:

- 1.3.1 The Children and Families Act 2014;
- 1.3.2 Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014;
- 1.3.3 The Special Educational Needs and Disability Regulations 2014;

- 1.3.4 The Equality Act 2010;
- 1.3.5 The Special Educational Needs (Personal Budgets and Direct Payments) Regulations 2014, Section 49;
- 1.3.6 The Order setting out transitional arrangements, Section 137;
- 1.3.7 Safeguarding and Child Protection policy; and
- 1.3.8 Teachers Standards 2012.

1.4 **Core Principles**

The Academy fully endorses the SEND Code of Practice (2014) core principles:

- 1.4.1 All children and young people are entitled to an education that enables them to make progress so that they:
 - 1.4.1.1 achieve their best;
 - 1.4.1.2 become confident individuals living fulfilling lives, and
 - 1.4.1.3 make a successful transition into adulthood, whether into employment, further or higher education or training.
- 1.4.2 St Mary Magdalene Academy is fully committed to the inclusion of pupils with special educational needs and disabilities (SEND) providing that the Academy is compatible for the child's age, ability and aptitude and that his/her attendance is not incompatible with the efficient education of other pupils in the Academy and is an efficient use of the Local Authority's resources.
- 1.4.3 In keeping with the Academy's Equality Policy, we affirm that:
 - 1.4.3.1 All learners are of equal value;
 - 1.4.3.2 We recognise, respect and value difference and understand that diversity is strength;
 - 1.4.3.3 We foster positive attitudes and relationships;
 - 1.4.3.4 We foster a shared sense of cohesion and belonging;
 - 1.4.3.5 We have the highest expectations of all our pupils;

1.4.3.6 We work to raise standards for all pupils, but especially for the most vulnerable;

1.4.3.7 We observe good equalities practice for our staff.

1.4.4 All areas of the building are fully accessible for people with disabilities or limited mobility.

1.5 **Responsible Persons**

The „responsible person“ for SEN is the SENCo. The person co-ordinating the day to day provision of education for pupils with SEND is Ceinwen Gilmore, SENCo, under the direction of the Director of Access and Inclusion. The SENCo is responsible for providing professional guidance to colleagues and will work closely with staff, parents and other agencies. She will be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

1.6 **Inclusion and Admission**

1.6.1 All teachers of the Academy are teachers of children with Special Educational Needs. As such, the Academy adopts a „whole Academy approach“ to SEND that involves all staff adhering to a model of good practice based on Quality First Teaching with teachers having a real understanding of SEN and approaches which can help pupils have better access to the curriculum.

1.6.2 All staff members at the Academy are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is given a high priority in this policy.

1.6.3 All children with SEND are afforded the same rights as other children in terms of admission to the Academy.

1.7 **Aims and objectives of this policy**

1.7.1 To work in accordance with the guidance provided by the SEND Code of Practice 2014.

1.7.2 To raise the aspirations of and expectations for all our children with SEN, with a focus on outcomes.

1.7.3 To ensure decisions are informed by the insights of parents and those of children and young people themselves.

1.7.4 To promote positive outcomes in the wider areas of personal and social development.

- 1.7.5 To ensure that the Governing Body and teaching staff use their best endeavours to ensure that the necessary provision is made for any child who has special educational needs and/or disabilities. Where the Executive Director or the appropriate governor has been informed that a child has SEND, those needs will be made known to all who are likely to teach them.
- 1.7.6 To operate a „whole pupil, whole Academy“ approach to the management and provision of support for special educational needs.
- 1.7.7 To ensure access to a differentiated curriculum for all pupils.
- 1.7.8 To provide support and advice for all staff working with pupils who have special educational needs.
- 1.7.9 To develop and maintain partnership and high levels of engagement with parents.

1.8 Access to the Curriculum

- 1.8.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:
 - 1.8.1.1 understand the relevance and purpose of the learning activity; and
 - 1.8.1.2 experience levels of understanding and rates of progress that bring success and achievement.
- 1.8.2 Where pupils have SEND a graduated response is adopted. Teachers use a range of strategies to meet children’s special educational needs. Lessons have clear learning objectives; activities are differentiated and assessment is used to inform the next stage of learning.
- 1.8.3 Teacher and SENCo keep regular records of the child’s SEND, the actions taken and the outcomes.
- 1.8.4 Flexible groups of pupils are organised so that learning needs are met in individual, small groupings or a whole class context.
- 1.8.5 Schemes of work for pupils, within the classes and year groups, will reflect whole Academy approaches to teaching and learning and take account of SEND.

1.9 Identifying and assessing pupils with SEN

The Academy has a clear approach to identifying and responding to SEN. All teachers at the Academy are responsible for identifying pupils with SEN and, in collaboration with the Special Education Needs Co-ordinator (SENCo), will ensure that those pupils requiring different or additional support are identified at an early stage. A „whole Academy“ approach is adopted that involves all staff adhering to a model of good practice based on Quality First Teaching with teachers having a real understanding of SEN and approaches which can help children have better access to the curriculum.

- 1.9.1 On entry to the Academy every pupils attainment is assessed in order to ensure continuity of learning. This may flag up pupils who require additional class-based interventions and/or further assessment.
- 1.9.2 We have detailed exchanges with feeder primary Academies. Information gained is used to shape the pupils“ curriculum and pastoral provision in the first few months. This ensures that pupils have opportunities to demonstrate knowledge and understanding.
- 1.9.3 The Academy regularly gathers information from within the Academy about every pupil“s progress, alongside national data and expectations of progress. Academic data is updated at regular intervals and shared with pupils and parents. Progress is the crucial factor in determining the need for additional support. Less than expected progress might:
 - 1.9.3.1 be significantly slower than that of their peers starting from the same baseline;
 - 1.9.3.2 fail to match or better the pupil“s previous rate of progress;
 - 1.9.3.3 fail to close the attainment gap between the child and their peers;
 - 1.9.3.4 widen the attainment gap.
- 1.9.4 Pupils may also be identified via pastoral and academic tracking meetings where attendance and behaviour data are considered.
- 1.9.5 If, despite class teacher intervention the pupil continues to make less than expected progress, the SENCo is consulted in conjunction with the Curriculum Leader.
- 1.9.6 The SENCo is then responsible for investigating and where necessary assessing the pupil to determine if the pupil has special educational needs, noting areas that are barriers to learning which may require support.
- 1.9.7 The identification and assessment of SEN includes an early discussion with the pupil and his/her parents. These early

discussions with parents enable Academy staff to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the pupil and the next steps.

- 1.9.8 We expect pupils and parents to participate as fully as possible in the assessment, planning and reviewing process.
- 1.9.9 With parental agreement, the Academy will liaise with outside professionals if they are already involved with the pupil.
- 1.9.10 For higher levels of need, the SENCo will draw on more specialised assessments from external agencies and professionals.
- 1.9.11 The SEND Code of Practice 2014 does not assume that there are hard and fast categories of SEN. It recognises that children's needs and requirements fall into four broad areas:
 - 1.9.11.1 Communication and interaction;
 - 1.9.11.2 Cognition and learning;
 - 1.9.11.3 Social, emotional and mental health difficulties;
 - 1.9.11.4 Sensory and/or physical needs.
- 1.9.12 In line with the SEND Code of Practice we accept that pupils often have needs that cut across all these areas and their needs may change over time.
- 1.9.13 We acknowledge that while considering the needs of the whole child, some areas which are not SEN may impact on progress and attainment:
 - 1.9.13.1 Disability;
 - 1.9.13.2 Attendance and punctuality;
 - 1.9.13.3 Health and welfare;
 - 1.9.13.4 English as an additional language;
 - 1.9.13.5 Social and economic disadvantage;
 - 1.9.13.6 Being a looked-after child.
- 1.9.14 N.B. Behaviour is not a special educational need in itself. In keeping with the SEND Code of Practice, poor behaviour is viewed as a response to an underlying unmet need which the Academy, in partnership with parents, will endeavour to identify.

1.10 The graduated approach to meeting

SEN High quality teaching

- 1.10.1 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. High quality teaching of all pupils, including those with special educational needs, is a whole-Academy responsibility. This requirement has been strengthened in the SEND Code of Practice 2014.
- 1.10.2 We understand that additional intervention and support cannot compensate for a lack of good-quality teaching.
- 1.10.2.1 All pupils at the Academy have access to a broad and balanced curriculum, with targets that are deliberately ambitious.
- 1.10.2.2 The Academy regularly reviews the quality of teaching for all pupils, including those at risk of underachievement. In addition, the SENCo and the SEN team carry out regular learning walks to ensure that high quality teaching for SEN pupils is in place across the curriculum.
- 1.10.2.3 Teachers are able to access detailed advice on all pupils with SEN via the P Drive.
- 1.10.2.4 There is regular advice and training delivered by the SENCo or other specialist SEN staff for colleagues at all levels. The aim of this advice and training is to improve teachers' understanding of the SEN most frequently encountered at the Academy and to develop their skills in identifying and teaching pupils with particular barriers to learning. The SENCo holds a SENCo surgery once fortnightly during the first term of the academic year focusing on named SEN pupils thereby extending training for all staff.
- 1.10.2.5 The SENCo works closely with the LA's Speech and Language therapist to deliver training on SENs within departments, particularly developing the role of the SEN Champion. Additionally outside agencies are timetabled to deliver bespoke training in SEN.

1.10.2.6 Staff members are able to observe outstanding teaching of pupils with SEN as part of normal staff development opportunities. However, in spite of high quality, differentiated teaching, it may become evident that some children need increased levels of provision and support. Children may fail to make progress and show signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting with persistent emotional and social difficulties, having sensory or physical problems or communication and interaction difficulties. In these cases, the Academy will:

- 1.10.3 Follow an „Assess, Plan, Do and Review“ approach. Assessment will allow the child to show what they know, understand and can do, as well as identify difficulties.
- 1.10.4 Put a plan into place or a Pupil Passport detailing strengths and areas to develop with teaching strategies to support barriers to learning and interventions if appropriate such as:
 - 1.10.4.1 Classroom organisation and management;
 - 1.10.4.2 In-class support by a Speech and Language Therapist;
 - 1.10.4.3 Small group intervention;
 - 1.10.4.4 Home/Academy reading and handwriting schemes;
 - 1.10.4.5 Behaviour modification programmes;
 - 1.10.4.6 Use of specialist teachers and professionals;
 - 1.10.4.7 Alternative teaching strategies;
 - 1.10.4.8 Staff training in SENDs.
- 1.10.5 The plan will be outcome focused.
- 1.10.6 The plan will also set out review arrangements. The Academy will track each pupil’s progress towards the outcomes specified in the plan, keep under review the additional or different provision(s) that are made for them and ensure that the approaches used are having the required impact on progress.
- 1.10.7 Where more than one agency is involved, the Academy, in discussion with parents and other agencies, will initiate a CAF to assist assessment and planning.
- 1.10.8 Identification, assessment, planning, intervention and review of children with SEN will be undertaken by all staff, with advice and support from the SENCo where needed. Appropriate records will be maintained, including continuous assessment, standardised tests and Key Stage attainment

tests. Where necessary, pupils will be referred to the SENCo for diagnostic testing to construct a profile of strengths and weaknesses.

- 1.10.9 For those pupils with the highest level of need it may be appropriate for the SENCo to request a statutory assessment for an Education, Health and Care Plan (EHCP). Pupils and their parents are strongly encouraged and supported to be active participants in this process. We have an expectation that parents and the young person are fully included in the EHCP assessment process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan.
- 1.10.10 As part of the EHCP Assessment the Academy may request additional top-up funding from the Local Authority, if it is felt that the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.
- 1.10.11 Additionally, the progress of any child receiving exceptional needs funding, or with an SEN Support Plan or EHCP will be reviewed annually.

1.11 Partnership with parents/carers

- 1.11.1 The Academy works in partnership with parents. It actively seeks the involvement of parents in the education of their children. The Academy recognises that parents have a unique overview of their children's needs and how best to support them, and that this gives them a key role in the partnership.
- 1.11.2 Parents will always be kept informed and consulted about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. The Academy will inform parents when they are making special educational provision for a child. Communications between the parents and the Academy will be consistently maintained. Parents will be informed before the Academy seeks support from outside agencies.

1.12 Pupil participation

- 1.12.1 We have high aspirations for all our pupils including those with SEND. Pupils with SEND are integral to the decision-making processes affecting them and are involved at an appropriate level in writing their Education, Health and Care Plan.

- 1.12.2 We recognise that young people are entitled to the same quality and level of information, advice and support as their parents/carers. Pupils' views, opinions, wishes and feelings are always considered. We aim to provide as much information and support as necessary to help pupils achieve the best possible outcomes, preparing them effectively for adulthood.

1.13 Working in Partnership with multi-agencies

- 1.13.1 The Academy works together with the local authority and other services in order to meet pupils' SEN needs, promote their wellbeing and help support their families.

- 1.13.2 Regular liaison is maintained with the following external agencies:

- 1.13.2.1 Speech and Language Services;
- 1.13.2.2 Alternative Education Provision (i.e. Pupil Referral Units);
- 1.13.2.3 Outreach Support Services (specifically Bridge Outreach);
- 1.13.2.4 Educational Psychologists;
- 1.13.2.5 Child Adolescent Mental Health Services;
- 1.13.2.6 Educational Welfare Services;
- 1.13.2.7 Health Services (Academy nurse, dietician, therapists);
- 1.13.2.8 Children's Social Care.

1.14 Pupils with SEN and bullying

Our Anti-Bullying policy makes it clear that all our pupils have the right to feel safe from bullying. We have a robust and consistent approach to bullying, which makes it clear that bullying will not be tolerated. Pupils with SEN may be more vulnerable to bullying and harassment and so particular care is taken to ensure that they feel supported and that any incidents are dealt with promptly.

1.15 Pupils with SEN and exclusions

When considering whether to exclude a pupil with SEN, the Academy pays due regard to Government guidance issued in June 2012 which states that schools should try every practicable means to maintain a pupil with SEN in a school and should seek local authority and other professional advice as appropriate.

1.16 The role of the SENCo

- 1.16.1 The SEN Team have an open-door policy with regard to parents raising concerns about potential SEN issues. Parents are welcome to ring or email the SENCo:

Ceni Gilmore: 0207 502 4725

Email: c.gilmore@smmacademy.org

- 1.16.2 The key responsibilities of the SENCo may include:
- 1.16.2.1 overseeing the day-to-day operation of this policy;
 - 1.16.2.2 co-ordinating the provision for pupils with SEN, including nurture provision;
 - 1.16.2.3 liaising with and giving advice to staff;
 - 1.16.2.4 advising on the graduated approach to providing SEN support;
 - 1.16.2.5 delivering high quality training to staff;
 - 1.16.2.6 ensuring that the Academy keeps the records of all pupils with SEN up to date;
 - 1.16.2.7 liaising with pupils with SEN and their parents/carers;
 - 1.16.2.8 liaising with the relevant Designated Teacher where a looked after pupil has SEN;
 - 1.16.2.9 liaising with external agencies;
 - 1.16.2.10 liaising with potential next providers of education to ensure a pupil and his/her parents are informed about options and a smooth transition is planned;
 - 1.16.2.11 organising access arrangements for public examinations;

- 1.16.2.12 tracking SEN pupils' attainment and progress to ensure that the gap between SEN and non-SEN continues to reduce;
- 1.16.2.13 advising on the deployment of the Academy's delegated budget and other resources to meet pupils' needs effectively;
- 1.16.2.14 leading on the department's improvement planning;
- 1.16.2.15 working with the Headteachers, Executive Director and Academy Governors to ensure that the Academy meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

1.17 The role of the Governing Body

- 1.17.1 There is a designated Governor for SEN. The Governing Body's responsibilities to pupils with SEN include:
 - 1.17.1.1 having a designated Governor to oversee SEN within the Academy;
 - 1.17.1.2 annually updating the SEN information report on the Academy's website;
 - 1.17.1.3 ensuring that provision of a high standard is made for pupils with SEN;
 - 1.17.1.4 ensuring that pupils with SEN are fully involved in Academy activities;
 - 1.17.1.5 having regard to the Code of Practice 2014 when carrying out these responsibilities;
 - 1.17.1.6 being fully involved in developing and subsequently reviewing the SEN Policy.
- 1.17.2 The principles which guide the Governing Body in allocating resources are recommended by the SENCo.

1.18 Monitoring and reviewing the policy

- 1.18.1 The SENCo monitors the movement of children within the SEN system in the Academy. The SENCo provides the staff and SLT with regular summaries of the impact of the policy on the practice of the Academy.
- 1.18.2 The Governors review this policy annually and consider any amendments in the light of the annual review findings.

1.19 **Complaints Procedure**

- 1.19.1 The Academy's complaints procedure is outlined on the Academy's website.