



## **SEND Policy Curledge Street Academy**

### **Context**

This policy has been developed in consultation with school staff, the Board Director with responsibility for SEND, parents/ carers and pupils of our school community. It pays due regard to the Children and Families Act (2014) and the Special Educational Needs and Disabilities Code of Practice 0 – 25 Years (2015). This policy has been reviewed in November 2019 by the SENDCO, Sarah Morrison, in collaboration with Jessica Humphrey (Executive Headteacher) and Victoria Carter (Head of School), following Local Authority advice. It will be reviewed annually.

The following documents have also been considered when writing this policy:

- Equality Act 2010: advice for schools DfE (2013)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (2014)
- Teachers' Standards (2012)
- GDPR and Data Protection Act 2018
- Safeguarding Policy
- Disability Equality Scheme and Access Plan

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Curledge Street Academy is a wholly inclusive school where children with special educational needs and disabilities are taught alongside their peers. We treat every child as an individual and all members of staff are committed to providing for the needs of all children. The children at Curledge Street Academy receive Quality First Teaching and the curriculum is differentiated to meet the needs of each child.

Curledge Street Academy has a nurture provision for children with social and emotional difficulties which was successfully accredited with the national Nurture Group Network Marjorie Boxall Quality Mark Award in 2014 and re-accredited in 2017. The school also has a dedicated SEN team and a pastoral team.

### **Responsibility of SEND Provision**

Jessica Humprey (Executive Headteacher) and Victoria Carter (Head of School) are responsible for overseeing the provision for children with SEND. Sarah Morrison (SENDCO) is a member of the Senior Leadership Team and is responsible for coordinating the day to day provision for children with SEND.

### **Aims**

- To ensure that the needs of pupils with SEND, and the barriers to their learning, are accurately identified and effectively met so that children can achieve and develop well
- To provide a child-centred approach that engages the pupil, family, school and other professionals in planning for and implementing high quality, needs-led provision that is consistent across the school
- To ensure all of our pupils are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being

### **Objectives**

We will do this by:

- ensuring compliance with the Children and Families Act 2014 and the SEND Code of Practice (2015).
- Working closely with the Local Authority in developing their Local Offer and complying with locally agreed policies and procedures
- Ensuring all staff implement the school's SEN policy consistently
- Giving all children access to Quality First Teaching
- Operating a 'whole pupil, whole school' approach to the management and provision of support for SEN
- Ensuring that lessons are stimulating, enjoyable and appropriately differentiated to meet the needs of all pupils, including those with SEND
- Ensuring the early identification of SEN

- Assessing pupils accurately, putting appropriate provision in place, tracking progress regularly and adjusting provision in the light of ongoing monitoring and review
- Continuously monitoring, evaluating and reviewing the effectiveness of our provision for all pupils, including those with SEND, to ensure that we are providing equality of educational opportunity and value for money
- Making sure that additional support is well targeted and referring children to outside agencies where specialist support is required
- Recognising, valuing and celebrating pupils' achievements at all levels
- Working in partnership with families in supporting their children's education
- Providing SEN guidance and support to all school staff, governors and families
- Ensuring that there is no discrimination or prejudice
- Involving pupils in the process of identification, assessment, provision and review to ensure their views are valued
- Providing staff support, advice and training to ensure they keep up to date with policy and procedural changes as well as furthering their understanding of how to support children with SEND
- Using the most appropriate resources to support learning, considering individual learning styles and ensuring that the development of pupils' literacy skills has the highest priority
- Supporting pupils with SEND to develop their personality, talents and abilities to the full
- Encouraging all pupils with SEND to develop a respect for human rights, respect for parents, their own and other cultures and the environment
- Including all children with SEND fully in the life of the school and providing equal opportunities for all

### **Admission Arrangements**

Admission arrangements are the same for all children, regardless of SEND. In line with the Equality Act (2010) we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

It is important that parents/ carers inform the school of any additional needs at the earliest opportunity so that appropriate provision can be put in place promptly. When a child with SEND transfers to Curledge Street Academy, we will liaise with the previous school so that relevant information can be shared, in compliance with the GDPR and Data Protection Act 2018. When transitioning to this school, children's reading, spelling and maths will be assessed so that the curriculum can be tailored to their needs. For further information, please see Curledge Street Academy's Admissions Policy.

## **A Graduated Approach to SEND**

### **Identifying SEND**

The SEN Code of Practice 0-25 2014 identifies 4 areas of SEND. A pupil could be identified as having difficulty in one or more of these areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

The purpose of identifying the child's needs is to help decide what action needs to be taken to best support the child, rather than to fit a child into a category. There are many other factors which are not SEND, but may impact on progress and attainment. These may include:

- Attendance and punctuality
- Health and well-being
- English as an Additional Language

Environmental factors can impact on the progress and attainment of disadvantaged children and Children Looked After.

Any concerns relating to a child's behaviour should be described as an underlying response to a need which should be clearly identified.

### **Early Cause for Concern**

Quality First teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEND. The graduated approach to the identification, provision and support of all pupils with SEND includes a period of close monitoring and targeted provision. Initially, concerns are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. Class teachers will raise a concern by having an initial conversation with the SENDCO and by filling in a SENDCO Referral Form. Appropriate action will be taken by the SENDCO depending on the referral information.

Children who are a cause for concern will be reviewed at termly pupil progress meetings between the class teacher, the SENDCO and the phase leader. Pupil progress meetings are also an opportunity for identifying additional children who may be flagged up as a cause for concern. If children do not make adequate progress following this level of support and require provision that is additional to and/ or different from that which would normally be provided for children of the same age in the mainstream setting, they are added to the schools Record Of Need (RON) under the category, SEN Support.

A joint observation of the new starters in the Early Years setting with the Early Years Phase leader and the SENDCO will take place in October each year, to ensure early identification of needs.

## **SEN Support**

Class teachers remain responsible for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff such as outreach teachers or school nurture staff. Where a pupil is assessed and identified as having SEND, a discussion with parents/ carers will take place. The school will plan and deliver targeted intervention. For specialist advice, the school can refer pupils for assessments from outside agencies and professionals who will complete assessments and provide recommendations and advice to the school. The provision for each child with SEND will be regularly monitored and reviewed termly with parents and pupils. This four-part assess, plan, do, review cycle is known as the graduated approach. Decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports them in making good progress and securing good outcomes.

## **Education Health and Care Plans**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school will consider requesting an Education, Health and Care needs assessment. Parents can also make a request for this assessment. If this is agreed, an Education, Health and Care Plan (EHCP) will be written by the Local Authority. Where a pupil has an EHCP, the Local Authority must review the plan every twelve months as a minimum. Curledge Street Academy will hold these Annual Review meetings on behalf of the Local Authority. Parents, the pupil, the class teacher or teaching assistant and outside agencies involved will be invited. Interim reviews will monitor progress termly involving a meeting with class teachers or teaching assistants, the SENDCO, the parents/ carers and the pupil.

## **The Assess, Plan, Do, Review Cycle**

### **Assess**

Assessing SEND will involve identifying needs by:

- Drawing on teacher's high quality, accurate formative assessment and experience of child
- Looking at pupil progress, attainment and behaviour
- Completing specific targeted assessments
- Seeking the views and experiences of parents and the child's own views
- Discussing assessments and advice from outside agencies, if relevant

### **Plan**

Planning of SEND will involve:

- Setting outcomes for the next term

- Discussing and agreeing provision
- Deciding how and when this will take place and who will deliver it

## **Do**

Implementing the intervention will involve:

- The class teacher working with the child on a daily basis and working closely with staff delivering interventions to plan and assess impact
- Support from the SENDCO in the further assessment of the child's particular strengths and weaknesses, in problem-solving and advising on the effective implementation of support

## **Review**

Reviewing the needs, outcomes and provision will involve:

- Evaluating the impact and quality of the support and interventions and include the views of the pupil and their parents/carers
- Giving parents/carers information about the impact of the support and interventions provided enabling them to be involved with planning the next steps
- Seeking advice from outside agencies if appropriate
- Analysing the pupil's needs, so that the class teacher, working with the SENDCO, can revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil

## **Documenting the Assess, Plan, Do, Review Cycle**

For children who have a statutory EHCP, an Annual Review will be held yearly and paperwork written up from this meeting will be sent to the Local Authority. This document will include a review of the previous year and set out medium-term outcomes and provision for the year ahead.

Individual Support Plans (ISPs) will also be written and reviewed termly with the class teacher and parents. These will be used to record short-term needs, outcomes and provision. ISPs will be written for children with outside agency involvement that sets out advice and recommendations for the school (for example, Speech and Language Therapy, Educational Psychology, physiotherapy or Occupational Therapy reports). An ISP will also be written for children that have cognition and learning needs who are attaining lower than their current year group.

For children on the Record of Need that do not have an ISP, the cycle of Assess, Plan, Do and Review will fit into the termly pupil progress meetings with the class teacher, SENDCO and phase leader and additional SEND meetings between the class teacher and the SENDCO. Progress will be tracked and class provision maps will be written.

## **Criteria for Exiting the RON**

If or when a pupil has made sufficient progress and no longer requires provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching, it will not be necessary for them to remain on the Record of Need. This decision will involve the pupil, parents/carers, the class teacher and the SENDCO.

## **Supporting Pupils and Families**

We understand that children make the best progress when schools and families work together in their best interest. We make every effort to work in full cooperation with parents/carers, recognising and respecting their roles and responsibilities.

Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible. In order that parents/ carers play an active part in their child's development, the school endeavours to provide relevant information so learning can be reinforced in the home.

- The SENDCO is available daily for informal discussions with parents, or by appointment
- The well-being team offer support and advice to parents
- Outside agencies, such as the Educational Psychologist, the Speech and Language Therapist, the School Nurse, Physiotherapists, Occupational Therapists and Outreach Services will meet with parents to discuss children's needs, outcomes and provision
- The website includes detailed information about SEND including the admissions policy, the Accessibility Policy, the SEN Information Report and the Whole School provision Map
- Support is available when an enhanced transition between classes or school is necessary

## **Medical Conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with the Equality Act (2010).

Some children may also have special educational needs and/ or Disabilities (SEND) and may have a statement or Education, Health and Care Plan (EHCP) which brings together health and social care needs as well as their special educational provision.

A meeting is usually arranged with key medical colleagues to ensure any additional support is in place. Any necessary training is also undertaken by relevant staff in school. This has included Epipen training, epilepsy medication training and training from the Cystic Fibrosis nurse. For further details, please see the school's policy for supporting children with medical conditions.

## **Monitoring and Evaluating SEND**

This takes place continuously to review and improve provision for all pupils and includes:

- Teaching and learning observations completed by Phase Leaders include a specific SEND focus, which is regularly fed back to the SENDCO
- Regular learning walks by the SENDCO
- Informal drop in visits to act as a support for class teachers and teaching assistants
- Pupil Progress meetings between the Phase Leader, class teacher and SENDCO to identify cause for concerns, track the progress of children with SEND and review needs and provision
- SEND meetings between the SENDCO and class teacher look in more detail at how to support individual children with SEND
- SEND meetings with TAs to ensure they are clear about the needs, outcomes and provision for children they are working with
- Regular SEND Team meetings to monitor interventions and evaluate their impact
- Parent and pupil's views are sought and acted upon
- Half-termly meetings with SENDCOs in the Bay Academy Trust including the SEND governor develop consistency and rigor
- The Senior Leadership Team meet weekly and allocate time for SEND updates and discussion
- The nurture provision, pastoral team and the SEN team meet fortnightly to monitor and review the intervention support offered

## **Training and Resources**

### **Allocation of resources**

Resources are allocated to support children with identified needs. Each year provision is mapped to show how resources are allocated to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within classes. 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. Other allocation of resources include support from the SEND team, pastoral team or our nurture provision. Specialist equipment, books or other resources that may help the pupil are purchased as required.

### **Continuing Professional Development (CPD) for Special Educational Needs**

- All staff at the school engage in weekly training sessions focussing on Quality First Teaching

- The SENCO and other SLT members provide regular CPD to other staff in school in specific aspects of SEND
- The training needs of staff are identified during staff appraisal process
- The progress of all pupils including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary
- A regular skills audit identifies training needs as well as strengths so that knowledge can be shared
- The teachers and teaching assistants work closely with the SENDCo to ensure they understand and can meet the needs of children with SEND
- External trainers are brought in periodically to address more specialist training needs
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil
- New staff, including Newly Qualified Teachers, have an initial meeting with SENDCo to discuss their role and the needs of individual pupils they will work with
- Staff providing long-term supply cover in the event of the class teachers absence will have a meeting with the SENDCO to discuss their role and the needs of individual pupils they will work with
- New staff, including Newly Qualified Teachers, are also supported with writing and reviewing ISPs until they are confident with the process
- The SENDCo and Executive Headteacher or Head of School attend regular training and SENDCo Forums run by the SEN Network.

### **Accessibility**

For information, please read the Disability Equality Scheme and Access Plan, which can be found on the school website.

### **Dealing with Complaints**

The school's complaint procedures can be found on the school website. The child's class teacher will work closely with parents and should be the first port of call in case of any difficulty. The SENDCo is also available daily to discuss any concerns. Parents of pupils with SEND whose concerns cannot be resolved through the school's complaint procedure can request independent disagreement resolution. Further information about this is available on request.

### **Bullying**

Curledge Street Academy is a fully inclusive school where every member of the community should feel safe and happy. Bullying in any form by pupils or other

members of the school community will not be tolerated. For further information, please read the Anti-Bullying Policy which can be found on the school website.

## **Pupil Information**

The school complies to the General Data Protection Regulation (GDPR) and Data Protection Act 2018. Further information is detailed in the Bay Education Trust Privacy Policy. This policy describes how and why personal information is collected and what is done with that information.

## **Roles and Responsibilities**

### **The Role of the SEND Board Member**

The Governing body pays due regard to the SEND code of Practice (2015) when carrying out duties towards all pupils with SEND. Consequently, it is their responsibility to ensure the necessary provision is made for pupils with SEND and determine the school's general policy and approach to pupils with SEND in cooperation with the Executive Headteacher, the Head of School and the SENDCO.

They will:

- Ensure that the teachers are aware of the importance of identifying and providing for those pupils with SEND
- Ensure that the policy and information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services are available for parents
- Ensure that the school's progress in implementing the policy and its impact on pupils are regularly reported to the Board of Directors
- Ensure that parents are notified of a decision by the school to make SEND provision for their child
- Ensure that pupils with SEND are included as far as possible into the activities of the school
- Consult with the Local Authority and the Governing bodies of other schools, when appropriate, in the interests of coordinated SEND provision in the area

### **The Role of Teachers**

All teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

### **The Role of Teaching Assistants**

Teaching Assistants and Higher Level Teaching Assistants are employed to work with targeted groups or individuals as directed by class Teachers and Senior Leaders. Teaching Assistants are line managed by Phase Leaders.

**The following appendices can be accessed on the school website:**

SEN Information Report

Whole School Provision Map

Disability Equality Scheme and Access Plan

Complaints Procedure

School Policies