

SEND Policy

Review Cycle: Annual

Responsible group: Headteacher, Deputy Headteacher and LGB

Implementation date: November 2023

Next Review Date: September 2024

Together we shine brightly because together we make a difference.

Matthew 5: 14-16

Vision:

At Dursley C of E Primary Academy we are passionate about valuing and nurturing every individual. Our inclusive, aspirational and inspiring curriculum enables the entire school community to flourish. We build supportive, trusting relationships rooted in mutual respect, creating happy, confident and active global citizens.

Core Values:

Kindness, Respect, Responsibility, Thankfulness, Forgiveness and Perseverance

Special Educational Needs Policy

Aim of the Policy

This policy is designed to promote the successful inclusion of all pupils with special educational needs and disabilities at Dursley Academy.

Within the **SEND 2015 code of practice**- a child who has SEN if referred to as:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools'.*

Each child's requirements and needs will fall into one of more of the four areas. All of these areas of need have an impact of varying degree on the child's ability to function, learn and therefore succeed within school life. The areas of need are the following:

1. Cognition and learning
2. Communication and interaction
3. Sensory and/ physical
4. Social, mental and emotional health.

All of these four main areas are explained further within the code of practice document.

When a child is experiencing difficulties in more than one of these areas, they may be entered onto the School's SEND register and parents/ guardians are informed.

A child who has difficulties due to just speaking a language different to that taught in school, is not identified with SEND.

Aims and objectives

Our aim is to create an inclusive school where every child, member of staff and parent feels supported when faced with a special need or learning difficulty. Working together within school and with parents/carers, to have high expectations of the children, will help towards overcoming barriers to learning and hopefully in the long term, help to close achievement gaps.

All the children at Dursley Academy can and are encouraged to participate fully in the life of the school where they can feel equally valued and helped to reach their full potential.

We aim to achieve this by:

- Acknowledging that all children have different ways and pace of learning and that all may
- Experience a difficulty or special need at some point in their academic life.
- Planning to meet the full range of learning needs and styles within the curriculum by supporting the child with relevant resources.
- Making sure that all lessons provide suitable learning challenges for all members of the class, supported by specific resources and differentiated where necessary.
- Tracking all pupils' attainment and progress to ensure effective and early intervention and continuously reviewing and evaluating the support arrangements that are in place.
- Designating a qualified teacher to oversee the SEN provision and to support class teachers to meet the needs of children with SEND and to regularly assess that these measures are being practiced.
- Providing a team of support staff who work with groups and individuals throughout the school under the guidance of the SENCo and teaching staff.
- Using a graduated approach to provide the correct level of support, as outlined in the Gloucestershire Guidance Booklet.
- Listening to and valuing the views of parents or carers, involving them as much as possible in our setting. To have regular meetings throughout the school year where assessment of targets are discussed and next steps.
- Listening to and valuing the views of pupils, involving them as much as possible in considering how they learn and how their needs will be met, setting and reviewing their own targets for improvement, to help them take responsibility for their learning.
- Providing behaviour support, including use of support staff and external agencies where necessary, that focuses on helping children to learn to manage their own behaviour and be aware to take ownership of this.
- Creating an ethos that fosters a growth mind-set and that celebrates achievement at all levels and in all aspects so as to build confidence in all our children.
- To work with the school's governing body to enable them to fulfil the Policy statement for SEND as part of their statutory monitoring role.

Please see our annual SEN information report for more information on how this is implemented in school on a day to day basis, as well as the linked documents at the end of this policy.

Roles and responsibilities

The Governing Body, in collaboration with the Headteacher, is responsible for:

- Determining the academy's general policy and approach to provision for pupils with special educational needs;
- Establishing the appropriate staffing arrangements
- Deploying SEN resources;
- Maintaining a general oversight of the school's work;
- Reporting annually to parents on the implementation of the school's SEN policy, via the Annual SEND Report.
- Ensuring the publication and annual updating of a SEND information report to support the Local Authority SEND Local Offer.

The Headteacher

- Overall management of the provision for special educational and disability needs;
- Keeping the Deputy Headteacher and Governing Body fully informed.
- Working closely alongside the SENCO to ensure there is a holistic approach taken within school.

The SEN Coordinator (SENCo) responsibilities include:

- Overseeing the day to day operation of the School's SEN policy
- Providing leadership and development to the team of Teachers and Teaching Assistants;
- Supporting and advising class teachers on how to identify and meet the needs of children with SEND;
- Contributing to in-service training;
- Ensuring that pupils' records are maintained and up to date, including provision mapping;
- Keeping staff fully informed of the special needs and disabilities of the children they teach and collaborating with teaching staff, staff from other agencies, parents/carers and where appropriate children, when writing and reviewing individual learning plans, including My Plan, My Assessment with My Plan+ and Education and Health Care Plans;
- Acting as an additional link to class teachers with parents or carers of children with SEND;
- Acting as a champion for pupils with SEND and their families;
- Monitoring and evaluating the strategic development of SEND provision in the academy, using a range of data to analyse the impact and effectiveness of the school's approach;
- Contributing to the Local Authority's SEND Local Offer in collaboration with staff, parents and the governing body, ensuring our SEND Information Report to parents is published on our academy website and updated at least annually as required;
- Working closely with the SEND governor on all aspects of SEND provision within the academy and reporting to the governing body annually about the progress of children with SEND, how the SEND budget has been deployed and the impact and effectiveness of the SEND arrangements the school makes;
- Managing and updating SEND resources, reviewing the range of intervention programmes and strategies that are available and making informed decisions about what works best, using evidence based judgements of effectiveness;

The Class Teacher

- Identifying whether a child in their class or set has SEND and what those needs are, with support from the SENCo as necessary.
- The progress of all children in their class, including those with SEND;

- Differentiating the curriculum and teaching approaches so that the learning is accessible but has an appropriate level of challenge for all children;
- Using teaching assistants to facilitate targeted support for identified children in the class, but remaining responsible for the teaching and learning of pupils with SEND;
- Coordinating and reviewing a pupil's individual learning plan, in whatever form it takes, with the support of the SENCo where needed.

The Teaching assistant

Liaising with teachers to help plan learning support for identified children including the use of interventions where needed;

- Delivering planned learning support for any child requiring this, including interventions when needed, or facilitating their delivery;
- Helping to monitor the progress (through the outcome tracker) made by children doing interventions and therefore whether the interventions need adapting in any way or replacing;
- Feeding back to teachers about how children are progressing, both within lessons and over longer periods of time;
- Managing behaviour for learning for key children;

Monitoring and evaluating the success of the SEND provision

- At Dursley Academy, we are committed to the constant monitoring reviewing and evaluation of our SEND provision. The SENCO therefore will submit the school's annual SEND report to the Headteacher and Governing body annually to be reviewed.
- With input from the Headteacher, the SENCO will use a range of methods to gather data for analysis. This will include the following:
- Recording of data 3 times a year linked to a % who are on track within age related expectations (ARE).
- The analysis of interventions through the scrutiny of intervention timetables, folders, plans and outcome trackers.
- The analysis of end of year expectations of National curriculum performance (Ks1 and KS2 SATS, Y1 Phonics Screening and Teacher assessment).
- Review of My Plans, MyPlan+ and EHCP targets- these will be assessed within provision maps
- Noting of parent and pupil viewpoints, for example, through parent meetings, conferencing and questionnaires.
- Liaising and gaining support from outside agencies including speech and language and Educational psychologists.

Link Documents and policies;

- SEND Code of practice 2015
- Gloucestershire SEND Graduated pathway
- Safeguarding Policy
- Anti-bullying Policy
- Complaints Policy
- Behaviour Policy
- Teaching and Learning Policy
- Feedback and Marking policy
- Supporting Pupils with Medical Conditions Policy
- Accessibility Plan
- Gloucestershire Local offer