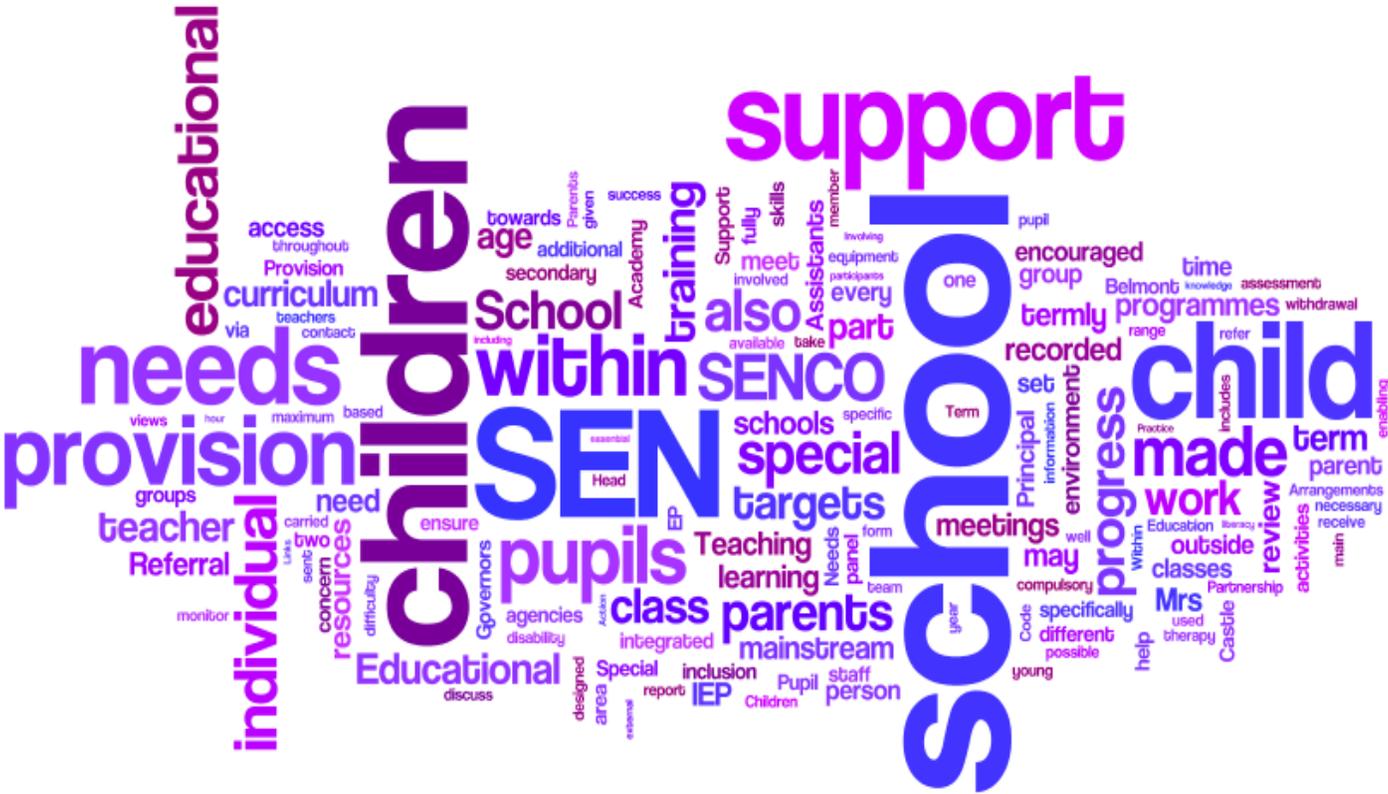


# BELMONT CASTLE ACADEMY



## Special Educational Needs Policy

**SEN Lead: Sam Minns**

**SEN Support: Nicola Bacon**

**Governor Responsible: Mr Smith**

Reviewed: Feb 2021

### **Definition of Special Educational Needs**

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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. For children aged two or more, 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.

A child under compulsory school age has Special Educational Needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

### **Aims**

- To provide equal opportunities so that all pupils have access to a broad and balanced curriculum.
- To give access to and where necessary modify and differentiate the curriculum.
- To implement a 'waves of provision model' to ensure the needs of all pupils are met.
- To support every child's 'wider well-being' by ensuring consideration is given to the social, moral, spiritual and cultural needs of each pupil.
- To identify and assess pupils with inclusion needs as early as possible in their school career.
- To provide information to parents, enabling them to participate in their child's learning and provision.
- To achieve high standards of provision for all children with inclusion needs, to ensure they make maximum progress possible and ensuring they are fully involved in their learning.
- To develop self-respect and self-esteem.
- To identify and combat any unfair treatment of children with additional needs within our school.

- To incorporate advice from outside agencies to support maximum progress.
- To help each child to experience success by providing realistic and achievable targets.
- To widen opportunities for pupils with Special Educational Needs, enabling them to move on from Belmont Castle Academy well equipped to meet the demands of secondary school, life and learning.
- To monitor, evaluate and review progress termly.
- To meet legislative requirements.

### **Person/ persons responsible for day-to-day provision.**

The Principal, Mr Jones, is the named person under the 2002 Act  
 The Special Educational Needs Co-ordinator (SENCO) is Mr Samuel Minns  
 SEN support is Nicola Bacon  
 The School Governors, with responsibility for SEN provision, is Mr Smith

### **Arrangements for identifying and co-ordinating SEN provision.**

The SENCO is the named person for the school and is the first person that members of staff contact with any concerns or queries about pupils within their year group. At any time of the school year, children who have caused a concern to the class teacher are identified. The concern is discussed with the SENCO, and if necessary the class teacher completes a SEN/Pastoral referral form, where the concern and 'steps so far' are outlined, dated and signed before submission to the SENCO. If the need is such that it fits the Code of Practice criteria and is not a one off occurrence, then the teacher sets SMART targets on the Pupil Passport and an Individual Provision Map is recorded on CPOMs for the child. The SENCO, Class teacher and parents/carers will work in partnership to address the needs of the child. This may involve the parents/carers and the SENCO making a service request to outside agencies such as Educational Psychologist, Occupational Therapist, Speech and Language Therapist, Child Development Centre for assessment and advice to help support the child in school. The child will be assessed and monitored regularly and any further action will be taken in partnership with the parents/carers. This may involve a programme of remedial action in school or if parents/carers and SENCO feel it necessary a request for EHC Plan will be made.

At Belmont Castle Academy, tasks for pupils with SEN are differentiated so that every child can fully access curriculum and reach their full potential.

### **Curriculum and differentiation for pupils with SEN.**

In our school we provide a broad, balanced and inclusive curriculum for all. Careful differentiation is applied in all areas of the curriculum. A range of teaching and learning styles is employed to ensure all children have all possible access to the curriculum.

The Literacy and Numeracy End of Year Expectations are used to match teaching and learning objectives to the individual needs of pupils.

Teachers' planning caters for the needs of all children to ensure progression, relevance and differentiation. At year group weekly planning meetings, careful consideration is given to how the tasks will be different to accommodate the individual need of the child with SEN and how they will be monitored and assessed. All children have access to a varied range of teaching and learning styles to ensure the tasks are fully inclusive for all. Teachers' planning reflects the specific teaching style used for each activity or lesson.

### **Graduated response**

*“The interventions are a means of matching special educational provision and are therefore part of the continuous and systematic cycle of planning, action and review within the school, to enable all the children to learn and progress”. (SEN Code of Practice)*

The school will provide a continuum of additional educational provision closely matched to the individual need of the child.

When a judgement had been made by class teacher, SEND team and parent/carer, that a child has not made adequate progress, additional or different action will be taken to help the pupil to learn more effectively.

The class teacher is responsible for working with children on a daily basis, planning and delivering an individualised programme for them. The teacher will also be responsible for providing appropriate learning opportunities to accommodate differences in learning. Parents/carers will be involved formulating and reviewing the Pupil Passport and of the outcomes of action taken.

A Teaching Assistant may be involved in small group work to facilitate targets agreed in the Pupil Passport, they will work in collaboration with the Class teacher to support children in:-

- Programmes of work tailored to their individual need (small group)
- Targeted support according to their individual needs
- Work alongside small groups in class to work on specific targets stated in the EHCP and/or Pupil Passport

### **How children with SEN are integrated within the school as a whole.**

At Belmont Castle Academy, we provide equal opportunities for all our pupils with Special Educational Needs. All children with SEN are encouraged to participate in all aspects of school life. We aim for all our pupils to be happy, confident and willing participants within their individual classes and throughout their time in school.

### **Admission Arrangements.**

The Local Educational Authority manages all admissions.

## **Facilities and resources for pupils with SEN.**

All class teachers have access to additional or different resources to facilitate Pupil Passports and differentiation of the curriculum. These resources are specifically used to supplement classroom resources in order to provide a wide range and variety of additional and different materials.

The school building has wheelchair access. There are three disabled toilets within school: near the main office, in the Reception Block and in the corridor outside classes 4DW, 4CH and 4SK.

Additionally, we also have a Multi-Sensory room and a Sensory Garden which provide a failure free experience, allowing pleasurable, yet stimulating opportunities without a need of specific outcomes.

### **Confidentiality**

The Principal and Vice Principal are kept up to date with information, potential difficulties and excellences of each child in school, by meeting with the SENCO at regular SEN meetings.

The class teacher is kept up to date with relevant information related to children on the SEN register.

The non-teaching staff are informed when applicable/appropriate.

Parents/carers work in partnership with teachers and SEN team and are kept up to date with the information relating to the progress of their child. They, in turn are encouraged to share views and relevant information to help facilitate provision for their child through discussion at the Pupil Passport review meeting, where their views and the views of their child are carefully considered. Parents/carers have a right to review all documentation held on their child.

### **Range of Provision**

Examples of provision delivered by the school include:

- Full time education in classes with additional help and support from the KS Leads and Year Leads through a differentiated curriculum
- Additional in-class support from Teaching Assistants
- Group and targeted support from a Teaching Assistant
- Assessment and support from external agencies e.g. Educational Psychologists and Specialist Teachers
- Incorporating iPad technology in individual learning

All provisions are based fully on the child's needs and in line with assessment for learning.

## **Involving Parents/Carers**

We recognise that the relationship between school and parents/carers of children with SEN has a crucial bearing on the child's educational progress and the effectiveness of any form of school based action. We strive for a working relationship with all our parents/carers but particularly those parents/carers of children with SEN.

The flexible approach of provision for children with SEN provides us with a framework whereby we actively utilise parents/carers own knowledge skills and views. We aim to offer help, advice and support to parents/carers as early as possible in the process of identification and assessment of their child to avoid undue worry and alarm. However, we make every effort to encourage parents/carers to take responsibility for the support they give to their child. We aim to foster confidence by working in close partnership with parents/carers and all external agencies and professionals.

## **Involving the child**

At Belmont Castle Academy, we recognise the importance of the Pupil Voice and we actively involve children in decision making and targets setting during Annual Reviews and Pupil Passport Reviews.

## **Funding of resources**

Funding for SEN is received from various sources.

- A portion of the School Budget is delegated for SEN. We also receive finance from the Local Education Authority to specifically support children.
- Additional resources are allocated to SEN from the School's own budget.
- Teaching Assistants are presently employed for a range of support techniques, ranging from individual support, group work and class support.

## **SEN training for staff**

- The SENCo is current undertaking National Award for SEN Coordination, and enrolled on MEd in SEND through Middlesex University.
- All staff receive internal training on relevant issues relating to Special Educational Needs. This is reviewed annually and recorded on School Development Plan.
- Teaching Assistants have training in programmes which are designed to meet the individual needs of the children they support and within the school environment we hold ongoing training in all aspects of SEN provision. Additionally, outside agencies and specialists come to school to share their knowledge and understanding in their specialist areas.

## **Links with External Support Agencies.**

We have access to:

- Educational Psychologist (EP) - We commission visits to our school via Thurrock EP service
- Child & Family Consultation Service (CFCS) - Referral can be made through EP, school, or GP.
- Children's Single Point of Access (CSPA) - Referrals can be made through school
- Treetops Outreach Support Team - Referrals are made through EP or SEN panel via school.
- School Nurse - Referrals are made through the book in the office.
- Community Paediatricians - Referrals are made by the school or GP
- Speech Therapist - We can refer children if parents/carers agree or parent/carer may refer.
- Social Services - If there is a concern about child abuse we must refer to the Educational Welfare Officer (EWO) - Deals with some attendance issues. Normally the Principal makes a referral.
- Sensory Advisory Teachers - School refers.

Specialist help is available through the Physiotherapy, Occupational Therapy and Speech and Language Therapy.

## **Education Links.**

There are SENCO forum meetings that are held termly. The SENCO Consultant gives an agenda. All SENCOs are invited to attend. New SEN information is disseminated to schools via this meeting.

Arrangements for the children moving to secondary school may vary but all records are sent to any receiving school. Some of the secondary SENCOs visit our school to discuss the needs of the pupils with SEN. Also, in July, all Y6 pupils attend transition week/day in their secondary schools and pupils with SEN are assisted by TAs.

Similarly, when children move from Nursery into Early Years Foundation Stage the information from the previous setting regarding SEN is being sought. Additionally, SENCO and a teacher arrange a meeting in a child's current setting in order to observe the child and gather all necessary information from SENCO and a Key Person. The transition plan is agreed with parents prior to a child starting the school.

## **Governing Body's Evaluation of SEN Provision.**

The following are provided to the Governors by the SENCO:-

- a) Autumn Term - a written report on position to date, progress made and future targets.
- b) Spring Term - an update on the numbers of children identified as having Special Educational Needs. The range of programmes on the provision mapping and how this is applied to individual children.

- c) Summer Term - a written report on the success of SEN. This will be based on progress towards targets set in Pupil Passports, parent/ child responses to review meetings, movement between the stages and teacher views.

### **Linked documents/policies**

- Anti-bullying Policy
- Behaviour and Exclusion Policy
- Confidentiality Policy
- Complaints Procedures
- Data Protection Policy
- Use of Reasonable Force Policy
- Managing Medical Conditions in School
- Equality Plan and Procedures
- Attendance and Admission Policy
- Pastoral Policy
- Pupil Premium Policy
- Child Protection Policy

Next review: Spring 2022