



## Redby Primary Academy SEND/Inclusion Policy



### Aim

At Redby Primary Academy we take account of pupils' varied life experiences and individual needs and provide a safe, stimulating and inclusive learning environment where every member is valued and respected. The achievements, attitudes and well-being of all our children matter immensely therefore we offer a broad, balanced curriculum and enrichment activities thus providing opportunities for everyone to achieve and succeed regardless of any barriers to learning.

This policy takes account of legislation from the Children and Families Act 2014 to ensure our school promotes the individuality of all our children, irrespective of educational need, attainment, age, disability, ethnicity, gender or background; aiming to make a positive contribution within both the school and the wider community.

Redby Academy is an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity is important to us. Wherever possible we make this a reality through the attention we pay to the different groups of children within our school:

- children with special educational needs
- Children with disabilities or health needs
- able, gifted and talented children girls and boys
- ethnic minority groups
- children who need support to learn English as an additional language
- looked after children
- children who are at risk of disaffection or exclusion travellers
- asylum seekers

### Objectives of Redby Academy

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils in order to aid the identification of pupils with SEND.** Continuous monitoring of those pupils with SEND by their teachers will help ensure that pupils are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENDco/Headteacher and will be carefully monitored and regularly reviewed at pupil progress meetings in order to ensure that individual targets are being met and all pupils' needs are catered for.

- **Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education.** This includes supporting them in terms of understanding SEND procedures and practices and providing opportunities for collaboration and regular feedback on their child's progress.
- **Work in collaboration with and support all outside agencies involved if and when the pupils' needs cannot be met by the school alone.** Some of these services include Language and Learning, Educational Psychology Service, Speech and Language Therapy, Behaviour Intervention Team, Children and Adult Mental Health Service (CAMHS) and Autism Outreach.
- **Create a school environment where pupils can contribute to their own learning.** This is done through encouraging relationships with adults in school, providing opportunities to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, Rota Kids, residential visits, sports teams and after school provision.

**Definitions of special educational needs SEND**  
(taken from 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
- 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.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. SEND provision and support for children and young people with special educational needs and/or disabilities has been reformed in England. Legislation, The Children and Families Act 2014, came into force on the 1st September 2014. **A new SEND Code of Practice** also accompanied this legislation.

Further details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/SEND](http://www.education.gov.uk/schools/pupilsupport/SEND)

## **The SEND Local Offer**

The **SEND Local Offer** is a resource, which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Sunderland that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

**The Local Offer is available to parents on the school website.**

## **The 2014 Code of Practice.**

Where children have significant additional needs, an Education, Health and Care plan (EHC Plans) may be requested and can be used to support children from birth to 25years.

Outcome based support plans will be in place to support children with SEND, children's progress will be closely monitored and their progress tracked each term. Those at 'Special Education Needs Support' are additionally tracked by the SENDco.

There are four broad categories of SEND;

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health**
- **Physical and Sensory.**

We aim to work closely with parents and children to ensure that they are fully involved at every stage of planning and reviewing the SEND provision tailored to the needs of the child.

## **Identification of Pupils Need; A Graduated Approach**

All children benefit from '**Quality First Teaching**': this means that teachers are expected to assess, plan and teach all children at the Level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills, for example, speech and language, additional phonics, maths and reading support and a Sensory programme where necessary. If a child does not make expected progress through Quality First Teaching they will be monitored and possibly identified as SEND Support or later assessed for an EHCP if their needs are deemed to be significant or lifelong.

## 1) **Quality First teaching**

- Any child, falling significantly outside of performance indicators for 'expected academic achievement' will be monitored
- Having been identified as possible SEND, individuals will be closely monitored by staff to gauge their level of learning and possible difficulties.
- Class teachers will take steps to differentiate learning opportunities, resources and select appropriate Teaching and Learning styles that will benefit the individual.
- The SENDco will be consulted for support and advice and will determine which level of provision the child will require.
- Parents will be informed of every stage of their child's development and progress and will be encouraged to share information and knowledge.
- Parents evenings are used to meet with, monitor and review progress.
- If a child has recently been removed from the SEND register they will continue to be monitored through Quality First Teaching.

## 2) **SEND Support**

Parents of children identified as being SEND will be notified and they will be informed their child is being placed on the SEND Register. Once identified, effective provision is put in place to support the child and hopefully remove all barriers to learning.

The support provided will consist of a four part ongoing process:

- 1) **Assess**
- 2) **Plan**
- 3) **Do**
- 4) **Review**

### **Assess**

Assessment analyses individual needs using the class teachers assessment and experience, previous attainment and progress and comparisons with peers and local/national data as well as views and experience of parents. Advice from external support agencies is considered and will assist in the assessment of the child where applicable. Pupil views are considered when relevant and age appropriate. Regular review of provision ensures support and intervention is matched appropriately and barriers are clearly identified and overcome wherever possible.

### **Plan**

Planning will involve consultation with the teacher, SENDco and parents in order to agree the adjustments, interventions and support required. Impact on progress, development and attitude/behaviour will be stated and a clear date for review calendared. All adults working with the child will be informed of the individual needs, support, appropriate teaching strategies and suitable resources.

## Do

The class teacher is responsible and accountable for working with the child on a day-to-day basis. They retain responsibility even when interventions are in place. They will however work closely with the Teaching Assistant to discuss the planning and appropriate delivery and resources. Class teacher and Teaching Assistant will continue to work closely in regard to supporting individuals in making progress.

## Review

Review of individual progress is made regularly. Such review will evaluate the impact and quality of the support and interventions received. The class teacher in consultation with the child's parents and where appropriate the child will then revise the support and outcomes based on the pupil progress and development making amendments if necessary. The SENDCo is also available for consultation and will review all support plans put in place.

### **3) Education Health Care Plan**

One significant change arising from the reforms is that **Statements** of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new **Education, Health and Care (EHC) Plan**. These plans are being supported by an Education, Health and Care Plan Pathway.

If a child has a complex need or significant difficulties they may undergo a Statutory Assessment Process. A multi-agency approach to assessing the child's need will take place in order to suitably plan provision and identify relevant resources.

Information from Parents, Teachers, SENDco, Social Care and Health professionals will be gathered to ensure the current provision and outcomes of targets support the decision for further support and eligibility for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Once an EHC Plan has been agreed, suitable provision will be stated and outcomes drawn up. An annual review enables provision and progress to be evaluated and reviewed by all professional involved and for changes to be made if necessary.

The SENDco will hold and provide staff with relevant information on all children on SEND Support and EHC Plans.

All staff will have access to:

- Copy of full SEND Register, Vulnerability Register, Medical Needs Register and Pupil Premium Register
- SEND Provision Map
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupil outlining: Practical Advice, teaching strategies and involvement of Outside Agency involvement
- Support Plans outlining targets/outcomes

## **Children with disabilities**

Few children in our school have disabilities; however, we are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

The school is committed to providing an environment that allows disabled children full access to all areas of learning. Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials/resources. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work undertaken by disabled children:

- takes account of their pace of learning and the equipment they use
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children both to learn about light in science, and also to use visual resources and images both in art and design and in design and technology
- uses assessment techniques that reflect their individual needs and abilities.

## **Disapplication and modification from**

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our policy is to do this, only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow for specific individuals. In this instance relevant timetables are drawn up to focus upon the individual needs and strengths; however we would only do this, after detailed consultation with parents and the Local Education Authority. The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through:

Section 364 of the Education Act (1996). This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;

Section 365 of the Education Act (1996). This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

### **Exclusion and Racism**

The diversity of our society is addressed through teachers having deep knowledge and understanding of the community in which pupils live and in being flexible in their planning using the National Curriculum and offering appropriate information and challenge to all pupils, regardless of ability, disability, ethnic or social background. All exclusions surrounding challenging behaviour and racist incidents are recorded and reported to the governing body by the Headteacher as well as to the Local Authority, following LA guidelines. The school contacts parents of those pupils involved in exclusions and racist incidents.

Advice is sought by Redby Academy for children with challenging behaviour and support is offered to the child and parents through consultation with the Behaviour team, Strengthening Families, Family Focus or Social Care.

### **Complaints Procedure**

If a parent has concerns or a complaint regarding the welfare of their child they will be encouraged to make an appointment to speak with the SENDco/Head Teacher who will then advise on the formal procedure for complaint.

**Policy reviewed and updated January 2019.**

**Policy to be reviewed January 2020.**