



West Town Lane Academy
'Where learning is an adventure'

Policy for Special Educational Needs

Children's rights and responsibilities:

Article 2 - The Convention applies to everyone, whatever their race, religion, abilities; whatever they think or say, whatever type of family they come from.

Article 3 - All organisations concerned with children should work towards what is best for each child.

Article 12 – All children should have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

Article 23 – Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.

Article 25 – Children who are looked after by their local authority, rather than their parents, should have their situation reviewed regularly;

Article 36 – Children should be protected from any activities that could harm their development;

Rationale:

We believe that every child in our Academy has the right to a broad and balanced education, and that it is matched to individual needs. The academy admits pupils with already identified special educational needs, as well as identifying and providing for pupils not previously identified as having SEN. When planning for Special Educational Needs (SEN) children, teachers must ensure:

- * a differentiated curriculum,
- * appropriate use of other adults,
- * enhancement in the level and type of resourcing,
- * appropriate use of specialist equipment,
- * a variety of teaching styles are adopted,
- * sensitivity regarding individual needs,
- * effective monitoring

Objectives:

- That all classes are consistent in their approach to SEN.
- That parents/carers are involved in their child's education
- That communication and responsibilities between the Academy and other agencies is clear
- That teachers and support staff are deployed efficiently in order to meet the needs of the children.

Guidelines:

- Early identification of children with SEN is crucial to their future success. When children transfer into the Academy from nursery or another school, all records must be requested within 14 days. Where this identifies a child with individual targets or Statement/Education, Health and Care Plan the class teacher should make contact with the previous school in order to provide continuity of effective provision.
- All children in the Academy will be assessed by different methods during the academic year. Teachers should pay close attention to those children whose needs are different from or additional to that normally available to pupils of the same age, and discuss with the SENCo.
- Parents/carers may approach Academy with a view to requesting more support for their child within Academy time. The above procedures are robust enough to identify children needing support, and where the views of Academy differ with those of home, a meeting may need to be arranged with the SENCo and class teacher to explain our procedures.
- Individual pupil profiles must be written for all those children whose learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.
- The profiles should be completed and signed by the child and parent/carer as well as the class teacher and the person providing the support. Any ongoing targets should be available to parents/carers on request.
- Teaching Assistants should not liaise directly with parents/carers without permission from the SENCo.
- Advice can be sought from a variety of external sources - Educational Psychologist, Speech & Language, Occupational Therapy, Behaviour Support, Visual Impairment team etc. It is important that parents/carers should understand that referral to an outside agency does not necessarily result in additional support, but that recommendations or advice may be given.
- Specific evidence-based interventions are delivered in school by appropriately trained staff. It is the class teacher's responsibility to refer children that meet the criteria into the interventions

Special Needs Co-ordinator

The SENCo will maintain a register of all pupils in the Academy with SEN.

The SENCo will monitor overall progress of SEN children within the Academy.

In consultation with the Headteacher the SENCo will ensure that the purchase and allocation of SEN resources are made appropriately and reviewed regularly.

The SENCo will liaise with external support agencies when and where applicable, in order to seek advice or co-ordinate timetabling of any Special Needs support teachers coming to work with children in the Academy.

The SENCo will liaise with the Educational Psychologist and in consultation with Headteacher, class teacher and parents make referrals to the service for individual assessments on children.

The SENCo will work alongside class teachers and Special Needs support teachers, parents/carers to ensure that Annual Reviews of children with Statements or EHCPs are carried out when required.

The SENCo will liaise with local secondary schools to ensure relevant documents and information is passed on for the transfer of Year 6 pupils with SEN.

The SENCo will liaise with the Learning Mentor in monitoring any children/families that need individual support. Regular meetings will be held between the SENCo and the Learning Mentor to feed back on progress.

SEN Governor's Role

The SEN Governor acts as a direct point of contact between the staff and the Governing body.

Training should be made available for the SEN Governor.

The SEN Governor will work with the staff and the SENCo to compile an annual report to the parents in relation to the success of the Academy's SEN policy.

The SEN Governor feeds back an SEN report each term to the Academy Governors after consultation with the SENCo.

Class Teachers Role

The performance of all pupils in the Academy are observed, assessed and monitored by the class teacher in line with the Academy's ongoing assessment.

Parents/carers are welcome to come into the Academy to raise any concerns they may have about their children, initially with the class teacher.

Teaching Assistants

TAs work in the Academy to support the teacher delivering high quality education to the whole class.

Where TAs support individual children withdrawn from the classroom, they work in close liaison with the child's class teacher in planning, monitoring and reviewing the work. Where appropriate the SENCo, class teacher and TA will liaise with external agencies (e.g. educational psychologist) to plan monitor and review the work.

Where TAs support in the classroom they will liaise with the class teacher and support the children as directed by the class teacher.

It is important that good channels of communication are kept open between all the staff and that there is a fair degree of flexibility possible in day to day practice. This will ensure that the needs of the children will be met in the most helpful and appropriate way.

Teaching Assistants are given the opportunity to attend relevant training courses as well as continuing professional development delivered fortnightly within the Academy.

Conclusion:

Our Academy has robust procedures in place for the early identification and provision for children with additional needs. Our Academy will endeavour to meet the needs of all children, and ensure they are suitably challenged in order to make good progress.

This Policy should be read in conjunction with those on Inclusion, Equal Opportunities and the SEN information report.

.....**Chair of Governors**

December 2016