



BLACKPOOL GATEWAY ACADEMY

## Special Educational Needs Policy

Written by:	C. Blundell
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## Blackpool Gateway Academy

### Special Educational Needs Policy

#### **General Objective**

We at Blackpool Gateway Academy, provide an engaging, broad and balanced curriculum for all children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The SEN policy was written to comply with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

#### **Headlines from the 2014 Code of Practice**

From September 2014

- ✚ No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support pupils from birth-25 years.
- ✚ School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs Support' (SENS). All pupils are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENCO.
- ✚ There are four broad categories of SEN:

- \* communication and interaction
- \* cognition and learning
- \* social, emotional and mental health
- \* physical and sensory.

We have pupils in all these categories of SEN.

- ✚ We are working more closely with parents and pupils to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child.

- ✚ All pupils benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all pupils at the level which allows them to make progress with their learning. 'Every teacher is a teacher of every child including those with SEN.' In addition, we implement some focused interventions to target particular needs and skills.
- ✚ We have high expectations of all our pupils. Pupils on our SEN register make progress that compares well with the progress made by other pupils in school.

## **Defining SEN**

The 2014 Code of Practice says that: A person has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.

Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv

All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies.

## **Aim**

To produce an inclusive environment and raise the aspirations of and expectations for all pupils with SEN. To enable, through 'Quality First Teaching' and targeted and focused support, for all pupils to meet their full potential.

## **Objectives**

Our objectives are:

1. To work within the guidance provide in the SEND Code of Practice, 2014 and to implement it effectively across the school.
2. To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEN.
3. To ensure that every pupil experiences success in their learning and achieves to the highest possible standard.
4. To enable all pupils to participate in lessons fully and effectively.
5. To value and encourage the contribution of all pupils to the life of the school.
6. To work in partnership with parents.
7. To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the SEN Policy.
8. To work closely with external support agencies, where appropriate, to support the need of individual pupils.
9. To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

## **Identifying Special Educational Needs**

There are four broad categories of SEN as stated in the SEND Code of Practice 2014:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory.

Pupils with SEN are identified by one of these assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

1. The progress of every child is monitored at half termly pupil progress meetings. Where pupils are identified as not making progress in spite of Quality Teaching they are discussed with the SENCO / Principal/ Class teacher and a plan of action is agreed. All of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress, is considered. This includes high quality and accurate formative assessment.
2. Class teachers are continually aware of pupil's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age

and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- a. is significantly slower than that of their peers starting from the same baseline
- b. fails to match or better the child's previous rate of progress
- c. fails to close the attainment gap between the child and their peers

3. At Blackpool Gateway Academy all pupils on the SEN register are discussed at termly meetings between the SENCO and the class teachers. Other pupils causing concern are highlighted here.

4. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at SEN Support on our SEN register.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability. Blackpool Gateway Academy also recognises the need to look at the whole child which will include not just the special educational needs. We will also consider what is not SEN but may impact on a child's progress and attainment.

The following areas may be discussed:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

### **A Graduated approach to SEN Support**

At Blackpool Gateway Academy a Graduated Response is adopted for pupils identified as having SEN. The level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENCO but will be planned and delivered by teaching and support staff. The Assess – Plan – Do – Review cycle is employed here as instructed in the SEN Code of Practice 2014. There are three levels of support. Wave 1 is what every child can expect from the school. Wave 2 is extra help targeted at particular difficulties. It includes short-term 1:1 or small group interventions. Wave 3 is for pupils who have very special and long-term needs.

#### **Wave 1**

- 'Every teacher is a teacher of every child including those with SEN.' Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Blackpool Gateway Academy regularly observes teaching across the school in its observation schedule to maintain standards. It also has termly Pupil Progress Meetings to rigorously monitor progress of all of its pupils and tracking reports are also completed every half term. All of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress, is considered. This includes high quality and accurate formative assessment.
- At Blackpool Gateway Academy, our teachers know how to:
  - \* Explain things in simple words and in ways that help pupils remember. We use lots of visuals on our whiteboards and in our communication
  - \* Give instructions so that pupils listen, understand and remember
  - \* Make sure that your child knows how much time they have to get their work done
  - \* Ask questions that check out your child's understanding
  - \* Adapt the classroom and the seating plan so that everyone can see and hear
  - \* Assess your child's progress at least once a term and do extra assessments to pinpoint why a child has difficulty learning
  - \* Change their lesson plans to accommodate student's strengths and weaknesses

- \* Understand and talk with pupils who are shy, worried or angry; and include them in school life
- \* Settle pupils whose behaviour is challenging

At Blackpool Gateway Academy, our teachers use a multi sensory approach to teaching. This involves using;

- \* Practical equipment to help pupils understand complicated ideas
- \* Special adaptations, including ICT, for pupils who have difficulty seeing, hearing or moving
- \* Use talking and questioning so that pupils are confident about writing
- \* Strategies to help with writing e.g. word mats, mind maps, word banks
- \* At Blackpool Gateway Academy, our teachers get advice from The SENCO, A visiting Speech and Language and ASD Specialist, The Educational Psychologist (this is a professional who advises on difficulties with learning), Child and Adolescent Mental Health Service (CAHMs) (these professionals advise on emotional needs) and The School Nurse

### **Wave 2 (SEND)**

- If a child is not making adequate progress highlighted from our assessment procedures then they will be moved to Wave 2. Here children will be added to the SEN register at the SEN Support level. At Blackpool Gateway Academy, we provide short-term, individual or small-group interventions for pupils who experience barriers to learning. These can be different in each year group and include: Speech and language and social groups
- Fine Motor Skills groups (for handwriting neat or to help pupils cut and draw)
- Toe-by-Toe to help with reading
- Plus 1 and Power of 2 (Mathematics intervention)
- Daily phonics teaching (1:1 or in small groups)
- Typing skills
- 'Story talking' to help pupils learn the skills to make up their own stories

### **Additional support and intervention at Wave 2**

- Seek advice from Educational Psychologists to improve teaching for individual pupils
- Train teachers to work with additional adults in the classroom
- Train staff with regard to different areas of SEN
- Children entering Wave 2 to be assessed by our specialist teacher
- Intervention training for staff - Each intervention is planned, evidenced, reviewed and analysed regularly for effectiveness. TAs and the SENCO are involved in this process. The child's progress is then reviewed termly by the SENCO reviewing the interventions and at the Pupil Progress Meetings.

### **Statutory Assessment / Statements / EHC Plans**

If a student fails to make adequate progress in spite of high quality, targeted support at SENS and has demonstrated a significant cause for concern, the school and / or a parent / carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC plan. If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting. The SENCO is responsible, on a daily basis, for providing support and mentoring, allocating pupils with statements/EHCPs a specified amount of support.

### **Wave 3**

At Wave 3 a child may have a statement of educational needs or an EHCP. At Wave 3 the SENCO may ask some of the following professionals to provide advice, teaching or to prepare a special programme of support for your child. The programme will be carried out by additional adults or teachers who work at Blackpool Gateway Academy:

- Intervention and support from specialist teachers of the deaf (as needed)
- Termly or twice termly visits from specialist teachers of the visually impaired (as needed)
- Termly or twice termly visits from specialist teachers of pupils who have ASD or Global Delay (as needed)

- Assessment by an Educational Psychologist
- A special and personal plan that meets the unique needs of the child.
- Specialist teacher
- Speech and Language Therapist (SALT)
- Clinician from the Child and Family Service (CFCS)
- Psychologist from the Child and Adolescent Mental Health Service (CAMHS)
- Teacher from the Pupil Referral Service (PRU)
- If your child has behavioural, emotional or social difficulties, there may be a learning mentor
- Occupational Therapist
- Medical staff
- Physiotherapist
- Teaching assistant supporting in lessons as needed.

### **Managing pupils needs on the SEN register**

Every child is involved in the assessment cycles including the Pupil Progress Meetings. This enables pupils to be identified as requiring SEN support. Class teachers are responsible for evidencing the progress of SEN pupils in their classes. The SENCO is responsible for managing the SEN register and keeping it up to date. The Principal and SENCO track the pupil's provision and cost of this provision on a termly basis. This is being developed to comply with the SEN Code of Practice 2014 guidance. The level of provision employed for a pupil will be decided at relevant stages in the monitoring cycle and follow the Wave levels already identified above. All interventions will become outcome based and have clear time frames to comply with the SEN Code of Practice 2014 guidance. Every intervention will be monitored and evaluated on a termly basis for effectiveness. Each TA delivering support and interventions are required to keep accurate, detailed and consistent records of their support and their interventions. Paperwork for TAs is continually reviewed and up dated to make sure it is fit for purpose and complies with the guidance in the SEN Code of Practice 2104. TA files are then monitored by the SENCO. Some children at Wave 2 who continue to struggle with progress may either be put forward for Statutory Assessment or Additional Funding from the LA.

### **Criteria for exiting the SEN register**

Pupils will exit the SEN register when their progress is in line with local and national expectations and their support is no longer deemed necessary for them to continue to maintain their progress. These discussions will occur in the relevant meetings and parents will be kept informed of any decision relating to their child.

### **Monitoring and evaluating**

SEND Pupils on the SEN register have their levels reviewed termly by the SENCO and are discussed at the Pupil Progress and Teacher/SENCO Meetings. Every intervention is planned, evidenced, reviewed and analysed regularly for effectiveness. TAs and the SENCO are involved in this process. The child's progress is then reviewed by the SENCO reviewing the interventions and at the Pupil Progress Meetings. Our intentions are to evaluate and monitor arrangements to promote an active process of continual review and improvement of provision for all pupils. Pupils with social, emotional and mental health needs Behaviour is not classified as a SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. These issues are also discussed and addressed at Inclusion Meetings. If the child's behaviour is felt to be a response to trauma or to homebased experiences, (e.g. bereavement, parental separation) we may complete an Early Assessment Tool with the family and support the child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS or the school may refer directly to CFCS. If the child is felt to have long-term social, emotional or mental health needs- for example with anger management- the school offers a range of social skills or therapeutic interventions. These are generally delivered by trained school staff/ therapists and relevant outside agencies that develop good, trusting relationships with the pupils. This requires parental permission in the primary phase. All pupils' behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

We aim to have good and informative relationships with all of our parents. Partnership plays a key role in enabling pupils and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of pupils with special educational needs will be treated as partners given support to play an active and valued role in their child's education. If a child is experiencing difficulties, parents will be informed either at parents' meetings (Autumn, Spring and Summer terms) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEN. Once a child has been identified as having SEN, the class teacher/SENCO will invite the parents to a meeting to:

- formally let them know that their child is being placed at SEN support
- discuss assessments that have been completed
- agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice. Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Thereafter, parents – and pupils- are invited to a meeting at least each term to review progress made and discuss their child's provision for the next term.

### **Transition into and within school**

We understand how difficult it is for pupils and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher or Secondary SENCO
- Opportunities to take photograph of key people and places in order to make a transition passport.

Enhanced transition arrangements are tailored to meet individual needs. At the end of each year the current teacher meets with next year's teacher to discuss the transition of the pupils and especially the pupils with SEN. The Year 6 SEN pupils moving to the Secondary Phase are discussed between the Primary SENCO, Secondary SENCO, Principal, Family Support Officer and Year 6 Teacher.

The School SENCOs manage and oversee arrangements made for pupils to access exams and other assessments. For more information to support your family and your child please refer to the following: The Blackpool local offer –

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Blackpool Local Offer is available from the website: <https://blackpool.fsd.org.uk/kb5/blackpool/fsd/localoffer.page>

Blackpool Gateway Academy SEN Information Report 2017 – available on our website or at reception.  
Blackpool Gateway Academy's policy for managing the medical conditions of pupils – available on our website.

Blackpool Gateway Academy's Admissions policy and arrangement – available on our website.

Supporting pupils at school with medical conditions Blackpool Gateway Academy 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 pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some pupils also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and here, the SEND Code of Practice (2014) is followed. Blackpool Gateway Academy wishes to ensure that pupils with medical conditions receive appropriate care and support at school. The schools policy for managing the medical conditions of pupils has been developed in line with the Department for Education's guidance released in April 2014. Blackpool Gateway Academy's policy for, 'supporting pupils with medical conditions' is available on our website or on request, from the school office.

### **Training and resources**

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for pupils with statements of special educational needs and Education Health and Care plans. The Principal informs the governing body of how the funding allocated to support special educational needs has been employed. All of our teachers are trained to work with pupils with SEN. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all pupils effectively. We offer training and self-help opportunities through access to in-house or Teaching School twilight courses, provision of books or guidance towards useful websites. Some of our staff have ELKLAN training which helps them to support pupils with communication difficulties. Some staff also have expertise and training on other areas or specific interventions. All TAs work with pupils with SEN and disabilities. Regular CPD is arranged for staff to meet their needs identified in audits, lesson observations and performance management. The school's SENCOs regularly attend SENCO network meetings in order to keep up to date with local and national updates in SEND.

### **SEN Governor**

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these pupils and ensure that funds and resources are used effectively. The governing body has decided that pupils with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The school's SEN Governor meets with the school SENCOs termly to discuss progress.

### **SENCO**

- Disseminating information and raising awareness of SEN/D issues throughout the school.
- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for pupils with SEN.
- Liaising with and advising fellow teachers.
- Overseeing the records of all pupils with SEN.
- Managing the deployment of Teaching Assistants
- Managing and developing the roles of Teaching Assistants.
- Liaising with parents of pupils with SEN.
- Contributing to the in-service training of staff.
- Attending local and national SENCO training.
- Liaising with external agencies including the LA's support and educational psychology services, speech and language services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of pupils with SEN.

### **Teachers**

'Every teacher is a teacher of every child including those with SEN.'

- Devising strategies and identifying appropriate differentiated methods to enable all pupils to access the curriculum.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the pupils in their classes.
- Ensuring statemented/EHCPs targets are considered in lessons.
- Monitoring progress of pupils with SEN.
- Be fully aware of the school's procedures for SEN.
- Raising individual concerns to SENCO.

### **Teaching Assistants**

Teaching Assistants roles and responsibilities are:

- Support pupils with SEND and the wider school population.
- Plan and deliver individualised programmes where appropriate.

- Monitor progress against EHC targets using record sheets.
- Assist with drawing up individual plans for pupils, as required.
- Contribute to the review progress, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Work 1:1 with pupils with statements/EHCPs
- Support pupils on Educational Visits, as required.
- Jointly plan with teachers, where appropriate.
- Keep detailed and accurate records of support and interventions.
- Attend meetings as required.

### **Dealing with complaints**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure. If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with Principal/SENCO, who will try to resolve the situation. If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Chair of Governors in writing or any other accessible format. The Chair of Governors reply within 10 working days. Any issues that remain unresolved at this stage will be managed according to the schools Complaints Policy. This is available on the school website or on request from the school office.

### **Bullying**

Blackpool Gateway Academy has a zero-tolerance approach to bullying, especially towards pupils with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills. For more information please refer to the following: Anti-Bullying Policy– available on our website or on request, from the school office.  
Behaviour Policy - available on our website or on request, from the school office.

### **Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school. Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

### **Reviewing the policy**

Due to the climate of reform under the new requirements of the SEN Code of Practice 2014 Blackpool Gateway Academy will review their SEN policy annually (or sooner in the event of revised legislation or guidance).

Signed: Principal: Mrs A Gibbons

Date: November 2017

Signed: Chair of Governors:

Date:

Senco's Details  
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