



Special Educational Needs and Disability (SEND)

A policy to promote the successful inclusion of students with special educational needs and disabilities at Giles Academy

Date of Policy: September 2018
Approved by Governors: September 2018
Review Date: September 2019

SIGNED

SENDCo	Miss P Thomas-Karley
SEND Assistant	Mrs S Davison
Assistant Headteacher (SEND Line Manager)	Mrs S Pell
Named Governor	Mrs S Whelbourn
Giles Voice members	Ashleigh Wood and Ryan Harmer

LOCATION AND DISSEMINATION

This update was e-mailed to all staff and governors for comment in September 2018. All comments were e-mailed to pkarley@gilesacademy.co.uk. The Giles Voice team to discuss this policy at their next meeting, and any possible amendments will be added after this date. The final version will go to the next full Governors meeting for adoption.

A reference copy is kept in the School Policy folder in the Head's PA office. It will also be stored on the staff drive (Y drive), under Policies/SEND.

INTRODUCTION

At Giles Academy staff believe that children with special educational needs and/or disability must have their needs supported by a person centred approach. These children should have access to a broad, balanced, inclusive education including the National Curriculum. Wherever possible, they should be taught alongside their peers. We believe it is important to address student's needs as they arise and to provide support to meet those needs.

According to the Special Education Needs and Disabilities (SEND) Code of Practice: for 0 to 25 years 2015

The four broad areas of need are:

1. Communication and Interaction (Including SLCN, ASD, HI, VI and dyslexia)
2. Cognition and Learning (including social development and emotional wellbeing)
3. Social, Emotional and Mental Health (can include ADHD and ASD)

4. Sensory and/or Physical Needs (only identified as having SEN when special education provision is required)

Behavioural difficulties do not necessarily mean a child or young person has SEND and should not automatically lead to a student being registered as having SEND. Consistent disruptive or withdrawn behaviours can be an indication of unmet SEND and should be investigated.

'Students have Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.' Because they have a significantly greater difficulty in learning than their peers or have a disability that prevents them from accessing the curriculum generally provided for others of the same age.

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

Giles provision will include a three tier provision:

- Ensuring that teachers have information on each student identified with SEN via the student profile so that we ensure that students flourish in the classroom without any further additional support.
- Short term intensive support is provided at the appropriate time.
- On-going support from the SEND department.

AIMS

1. To identify and assess students via our whole school assessment methods as early and thoroughly as is possible and necessary.
2. To involve and work with students and parents at all times to ensure their voice is heard.
3. To make use of outside agencies where necessary and available as to ensure that all of the students' needs are met in a joined up approach.
4. All students with SEND will have a student profile which includes parental views, specialist advice when appropriate and the student's voice ensuring a person centred approach.
5. To make all SEND information available to staff via student profiles.
6. To review student progress termly (six terms a year, as for all students).
7. To work collaboratively with teaching staff, HOD and HOY and raise awareness to ensure that barriers to learning are removed and students are enabled to achieve.
8. Ongoing evaluation of the effectiveness of the SEND provision within the school using the school's review and evaluation process.
9. To build up a closer relationship with feeder schools in order to share detailed information about children with special educational needs and to ensure the passing on of documentation including specialist reports and evidence of achievement.
10. To ensure pupils with SEND take part in school activities alongside their peers who do not have SEND and are involved in the Giles Voice.

OBJECTIVES

1. There will be a link person in each department.
2. Year 7 assessments will be carried out and data used to identify students in need of support. New starters late to school will be tested with CATS and all students reading and spelling ages are assessed in term 1. Specialist advice will be sought when required.
3. Students are taught in groups which best match the departmental strategies that give greatest access to a broad balanced curriculum to meet the individual needs. There may be movement of individuals across teaching groups to ensure that their needs are being met. Parents/carers are informed and involved in all stages by letter, telephone calls, review meetings and parent's evenings according to their statutory rights and their involvement is always welcomed.
4. In line with the recommendations in the Code of Practice the views of the students and their parents will always be requested and respected.
5. An SEN provision map of intervention provides details of all additional support provided for SEND students. The outcomes of interventions are recorded and shared with parents via the Pupil Profile, which is sent home twice a year.
6. There is a Giles culture that expects all teaching and support staff to facilitate the participation of special needs students in all aspects of school life.
7. Teachers are responsible and accountable for all students, including those with SEND, for their progress and development. Differentiated provision, where appropriate, is expected as part of high quality teaching in the classroom.
8. Information technology to support students with special educational needs is used when appropriate.
9. In special circumstances, a personalised, reduced, curriculum is produced for individual students.

THE MANAGEMENT OF GILES SUPPORT

The overall management of special educational needs is the responsibility of the SENDCo, Miss Thomas-Karley, and SLT (Senior Leadership Team) with Mrs Pell as the SLT Line Manager.

The SENDCo is responsible for:

- The day to day operation of the SEND policy.
- Liaising with and advising fellow teachers.
- Co-ordinating provision for children with SEND.
- Maintaining the schools SEND register and overseeing the records on all students with SEND.
- Liaising with pupils with SEND and their parents/carers.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies.
- Leading on the access arrangements process at Giles.

- Co-ordinating the assessment of candidates by using a specialist assessor (STAPS), and then processing the applications on-line to the appropriate exam bodies, and holding the evidence on file for inspection purposes.
- In collaboration with the exams officer the SENDCo is responsible for ensuring that class teachers provide evidence of pupils “normal way of working” and to ensure specialist reports are produced in order for Access arrangements to be obtained.
- Working with line manager to ensure the school meets the responsibilities under The Equality Act (2010).
- Supporting the Assistant Head with responsibility for alternative provision with finding suitable provision as appropriate for SEND students.

ADMISSION ARRANGEMENTS

Admission arrangements for students with SEND at Giles are in accordance with Local Authority regulations and are non-discriminatory. We work closely with our feeder schools to support transition by:

- Year 6 data analysis.
- Transition planning.
- Collaboration with Y6 teachers.
- Arranging pre-transfer visits.
- Setting up and monitoring of 'buddying arrangements' as appropriate.

SEND SPECIALIST STAFF

The SENDCo, Penny Thomas-Karley, is experienced with working with individuals with learning difficulties, teaches English at Giles and has been working with SEND students in both mainstream and special schools in London and Lincolnshire for over 20 years. She has an MEd in Special Needs and is a qualified SENDCo.

The Learning Support Assistants are:

Zeenat Ara P/T LSA

Helen Barnicoat – LSA

Rebecca Close - LSA

Karen Cowdell – Senior LSA specialist in phonics

Chantelle Heasley – LSA

Donna Hill – LSA

Emily Richardson – LSA

LSC

Mr Cowdell – Manager

ACCESS FOR THE DISABLED

The school strives to be an inclusive school and aims to be accessible for students with disabilities. The nature of the school buildings, layout and large numbers of steps would cause a degree of difficulty for wheelchair users. Most subject areas have facilities on the ground floor and planned timetabling of rooms would provide access to all areas except science, though the possibility of a science lab on the ground floor is presently under review. As refurbishment to the school takes place greater access for the disabled will be incorporated into the planning in line with the Children's Act 1989, the Equality Act 2010, working together to safeguard children 2013 and The Health and Social Care Act 2012.

THE ALLOCATION OF RESOURCES

Resources have been allocated to provide:

- Staffing: SENDCo line managed by Assistant Head
- SENDCo administration assistant
- The school presently employs the equivalent to 6 full time LSAs

Accommodation and Resources

- One teaching room
- Resources for literacy and numeracy and specific learning difficulties
- Two networked / Internet ready computers

Giles Support (our SEND department) can apply for professional development via school CPD process to develop their knowledge and expertise.

IDENTIFICATION, ASSESSMENT, RECORD KEEPING AND REVIEW

At every stage of identification, assessment and review, record keeping arrangements have been made. Records are held by Giles Support.

Identification is through feeder school records, teacher assessment, parental/carer concern, SATs results and school assessments.

The following assessment systems are used:

- CATS tests
- NFER Spelling test series
- NFER reading comprehension test
- YARC single word reading test SWRT

SUCCESS CRITERIA FOR SCHOOL POLICY

The effectiveness of the SEND Policy and provision is reviewed and evaluated annually using the school's review and evaluation process.

DEALING WITH COMPLAINTS

If parents/carers are concerned about the provision discussed with them at reviews or during a meeting they would be encouraged to forward their views to the Assistant Head, line manager for SEND, the Headteacher or a school governor.

REFERENCE LIST

SEND Code of Practice for 0-25 years 2015

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Lamb Enquiry

<http://dera.ioe.ac.uk/9042/1/Lamb%20Inquiry%20Review%20of%20SEN%20and%20Disability%20Information.pdf>

The Childrens Act 1989

<http://www.legislation.gov.uk/ukpga/1989/41>

The Equality Act 2010

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

The Health and Social Care Act 2012

<https://www.gov.uk/government/publications/health-and-social-care-act-2012-fact-sheets>

Working together to safeguard children 2013

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

JCQ Access arrangements information with effect from September 2015

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/access-arrangements-and-reasonable-adjustments-2015-2016>