



Special Educational Needs Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 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 (July 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENDCO with the SEND Governor in liaison with the Senior Leadership Team, all staff and parents of pupils with SEND through a consultation process which allowed all involved to be a part of the process and to co-produce this policy in the spirit of current reforms

Section 1: Our school

Vice Principal and Special Educational Needs Co-ordinator: Helen Blythe

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Our School Setting

The Roundhill Academy strives to be a fully inclusive school. It acknowledges the range of issues to be taken into account in the process of development. We determine our own admissions arrangements that are in line with the Local Authority Policy. The Roundhill Academy does not refuse admission to pupils with Special Educational Needs, with or without statements of Special Education Needs, within the catchment area, nor discriminate against pupils of out of catchment on the basis of their Special Educational Needs. For pupils with statements or Educational Health Care plans (EHCP) of Special Educational Needs the Local Authority determines admissions, having regard to the parental preference and in consultation with Governing Bodies, unless this is incompatible

with the efficient education of other pupils and there are no reasonable steps that can be taken to prevent this incompatibility.

The aims of The Roundhill Academy are based on the values derived from the Statement of Principles adopted by Leicestershire Education Authority and guided by the New Code of Practice for Special Educational Needs 2014 from 0 - 25, and The Children's Act 1989, Disability Discrimination Act 1995 and its amendments in 2002, plus implementation in 2005 and the National Curriculum Inclusion Statement.

Section 2: Aims

We provide a broad and balanced curriculum for all our pupils including those with Special Educational Needs and ensure full curriculum entitlement and access. We are committed to maximum integration commensurate with meeting individual needs, the highest quality of education for all pupils and the efficient use of resources. We want to raise the aspirations of and expectations for all pupils with SEND in a safe and supportive environment where all pupils can reach their full potential. We aim to raise the aspirations of and expectations for all pupils with SEND, and provide a focus on outcomes for children and young people and not just hours of provision/support.

Objectives:

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice, 2014.
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Co-ordinator (SENDCO) who will work with the SEND inclusion policy.
5. To provide support and advice for staff working with special educational needs.

Section 3: Identifying special educational needs

Pupils have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At The Roundhill Academy we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

There are four broad areas of need:

- a) Communication and interaction - a pupil could have speech, language or communication needs. Pupils may have ASC, including Asperger's Syndrome and Autism.
- b) Cognition and Learning - pupils may struggle and have moderate learning difficulties (MLD), severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD). Some pupils have specific learning difficulties (SpLD), these may affect more than one aspect of learning. For example, dyslexia, dyscalculia and dyspraxia.
- c) Social, emotional and mental health difficulties – pupils may present as withdrawn or isolated and may become challenging and/ or disruptive. These issues may reflect underlying mental health difficulties such as anxiety, depression, self-harming or substance misuse.

- d) Sensory and physical needs – some pupils may require provision because they a disability which prevents them or hinders them from making use of the educational facilities generally provided. These may include visual impairment (VI), hearing impairment (HI), or a multi-sensory impairment (MSI). Some pupils may have a physical disability (PD) where they require on-going support and equipment to help them access the same range of opportunities as their peers.

Other factors that may impact on progress and attainment but are not SEND:

- Behaviour
- EAL
- Attendance and punctuality
- Health and welfare
- Being a looked after child
- Being in receipt of pupil premium grant
- Being a child of a serviceman/woman
- 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 SEND)

Section 4: A graduated approach to SEND support

Pupils with Special Educational Needs are identified as early as possible. If after considerable input from a teacher using Quality First Teaching strategies and a personalised approach to learning, a pupil does not appear to be making the progress expected of them, and cognitive testing evidence supports this, a student may be placed on the SEND register and identified as having a SEND.

A clear system of record keeping and communication is established within our school. A process of identification, assessment and provision, in accordance with the New Code of Practice, is established. This approach recognises that there is a continuum of Special Educational Needs, which may change over time.

Provision for pupils with special education needs is a matter for the school as a whole. In addition to the Governing Body, the Principal, the SENDCO and learning support team, and all other members of staff have important operational responsibilities.

All teachers are teachers of pupils with special educational needs.

- 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 SEND.
- Additional intervention and support cannot compensate for a lack of good quality teaching.
- The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- The subject teacher and SENDCO decide whether to make special educational provision by considering all of the information gathered from within the school about

the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.

- For higher levels of need, the school draws on more specialised assessments and advice from external agencies and professionals such as the Specialist Teaching Service, the Educational Psychology Service, the Speech and Language Therapist, the Autism Outreach Service or ADHD Solutions.
- When subject teachers conclude that the strategies they are currently using to support the pupil are not resulting in the pupil making the expected progress, reaching their targets or may display a more negative attitude to learning, they refer the pupil to the SENDCO providing evidence of the strategies used and observations gathered over time as well as progress and attainment data. The Learning Support Department then conducts a series of cognitive tests to identify need. If there is a major concern or an identified need arising from a Standardised Score of 84 or below following testing, the pupil will be placed on the SEND register and an Individual Education Plan devised and shared with the pupil and parents. Evaluation of the information may lead to the conclusion that the pupil needs to be placed on the SEND register or improving teachers understanding of strategies to identify and support vulnerable pupils.
- The SEND process is based on the graduated approach in the SEND Code of Practice 2014 of ASSESS, PLAN, DO, REVIEW. Needs are assessed, a plan is drawn up in consultation with the pupil and parent to cater for the needs of the pupil, the plan is implemented and reviewed to measure effectiveness. This approach fully involves the young person and their family and they are kept informed throughout the process as well as being asked for their input on a regular basis.

Devising strategies and identifying appropriate methods of access to the curriculum and helping students to overcome barriers to learning lies within the area of expertise and responsibility of individual subject teachers.

Pupils should be involved in making decisions where possible. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity.

Parents and families are encouraged to be fully involved in their child's education. They are contacted by telephone to discuss their child's needs or if they have any concerns. There are also opportunities to speak to teachers at Parents' Evenings or they may wish to have a meeting in school with a teacher or with a member of the Learning Support Department.

Managing pupils needs on the SEND register

The new Code of Practice has one single category for SEND provision – SEND support.

When a student has been identified as having a SEND, provision will be made for them in the form of interventions that are **additional to** or **different from** those provided as part of the school's usual differentiated curriculum. This is classified as SEND Support.

The triggers for intervention through SEND support could be the teacher's or others' concern, underpinned by evidence about a pupil who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in the pupil's identified area of weakness.

- Shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.
- Presents persistent emotional social and/or behavioural difficulties, which are not ameliorated by the routine care and guidance of the school systems.

Pupils on the SEND Register will have an Individual Education Plan drawn up by the SENDCO and for each pupil progress is tracked and monitored using data from curriculum teachers at least every term. Key Stage 2 data also provides a starting point from where pupil progress is measured. This data is also a determining factor for placing students on the register when they transfer into Year 7.

For some pupils who are still struggling to make progress, the use of relevant external agencies may be sought. The funding for this will come out of the SEND budget.

The Roundhill Academy values highly and responds positively to parents' views. Parents are informed about their child's learning and encouraged to participate fully in their child's education at all stages.

The Roundhill Academy makes every effort to achieve maximum integration and inclusion of pupils with Special Educational Needs and their peers, while meeting the individual needs of pupils. The structure and systems in place are:

- individual interventions to raise attainment in literacy/numeracy skills
- small group interventions
- classroom support to increase curriculum access and pupil achievement
- differentiated provision within a classroom setting
- counselling as part of our pastoral offer of support
- a range of clubs, including The Hub and Study Support Group, leisure activities for all pupils
- educational visits and enrichment opportunities
- an Equal Opportunities statement
- a Behaviour policy
- an Anti-bullying policy
- clear guidelines on behaviour
- Mentoring schemes with Hero's and Peer Mentors

Statutory Assessment / Educational Health Care plans

For a small number of pupils, the support given by the school through SEND support may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the LA to initiate a statutory assessment for an EHCP, providing that this adheres to the new LA criteria from September 2014.

All EHCPs are reviewed annually. This annual review ensures that once a year the parents, the pupil, the LA, the School and all the professionals involved, consider both the progress the pupil has made over the previous 12 months and whether any amendments need to be made to the description of the pupil's needs or to the special educational

provision specified in the document. It should involve the agencies that may play a major role in the young person's life both within and beyond school.

The annual review of the EHCP must consider all the same issues as at all other reviews, and the report to the Local Authority should be in the same format. The Local Authority must also complete the review process in the same way as for all other annual reviews and within the same timescale.

Section 5: Criteria for exiting the SEND register

The SENDCO reviews the reading and spelling ages of all pupils on the register on an annual basis. Those pupils that have made significant gains in terms of their reading and spelling age are highlighted and a comparison is made with other relevant data. The regular monitoring of assessment data in English and Maths also provides evidence of progress and is used to inform decisions about movement off the SEND register. If we feel that the pupil no longer needs school support, we remove them from the record. Parents are notified by letter and by telephone and / or a meeting. If they have any concerns they can contact the SENDCO to discuss them. If KS2 data indicates a student will cope with the KS3 curriculum then they do not automatically transfer onto the SEND register.

Section 6: Supporting pupils and families

The SENDCO has created an SEND Information Report for our school which can be accessed on the school website. Parents are invited in on a regular basis if they have any concerns over their child's educational needs and this may involve the use of external agencies. On our website parents are able to access information regarding admission arrangements, the new Code of Practice and the Local Offer from Local Authority.

As a Learning Support department we use data and other information from previous schools to provide the relevant exam concessions for pupils. i.e. Scribe or amanuensis.

Section 7: Supporting pupils at school with medical needs

The school 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 may also have special educational needs and may have an EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Any pupil with a physical disability is supported in practical lessons including physical education, where required.

All members of staff are made aware of pupils physical needs via training days at the beginning of the academic year and they are notified of any changes throughout the year.

Section 8: Monitoring and evaluation of SEND

Pupils on the SEND register are closely monitored through an analysis of their progress. This is used to guide the SEND provision for individual pupils. At parents evenings there are also opportunities to speak to the SENDCO and give feedback on SEND provision. The SEND Governor observes our intervention programmes in operation.

Section 9: Training and resources

The SEND department has an allotted budget. A percentage of the school's materials allocation is earmarked for books, equipment and differentiated materials for those pupils. This is allocated to the Special Educational Needs Co-ordinator and individual departments.

The principle informing Special Educational Needs resource deployment is one of ensuring access to the curriculum and therefore taking account of individual need in subject areas.

Resources include:

- a wide range of books, materials and tasks to suit pupils of differing abilities
- an appropriately stocked Learning Support Department
- library provision which reflects the needs of pupils with Special Educational Needs
- building modifications – wheelchair access to the school hall and disabled toilet, hand rails and steps brightly painted, ramp access in one part of the main building
- increasing access to ICT facilities for all pupils

The staff training needs are identified and met through continual professional development. This may mean liaising with outside agencies that may already be involved with the pupil.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice to discuss the needs of individual pupils.

The SENDCO regularly attends the Local Authority SENDCO network meetings and is part of the STEP SENDCO group with other local Primary and Secondary SENDCOs.

Section 10: Roles and responsibilities

- Helen Blythe is the Designated Teacher with specific Safeguarding responsibility
- Paula Greatorax and Dipti Thakrar are the SEND Governors
- Stuart Hinds is responsible for managing PPG/LAC funding
- Helen Blythe and Jenny Cooper are responsible for managing the schools responsibility for meeting the medical needs of pupils
- Helen Blythe is the SENDCO

The Role and Responsibilities of the SENDCO are as follows:-

- a) To co-ordinate the curriculum, staff timetabling, staff development, resource use, external relations, pupil development and development plan with respect to the special needs provision of the school.
- b) to liaise with tutors, subject teachers and other staff for the provision of:
 - literacy/numeracy
 - alternative curriculum for SEND pupils:
 - negotiating individual student programmes

- c) to liaise with the Educational Psychology Service, County and City, other external agencies and parents as appropriate, with regard to progress and diagnostic testing.
- d) to liaise with teachers, tutors and other staff to provide support for individual students.
- e) to advise departments on the production and delivery of differentiated student resources
- f) to be responsible for diagnostic testing of selected SEND pupils.
- g) to represent special needs at staff meetings, department meetings, and as necessary at other meetings including Governors' meetings and Committees.
- h) to maintain accurate records and the School's SEND Register.
- i) to co-ordinate and chair the review of statements of Special Educational Needs.
- j) to contribute to in-service training to individuals and groups of staff including Learning Support Assistant (LSA) as their needs are identified.
- k) To be the named person to monitor SEND pupils who have an EHCP and liaise with and advise the pastoral team in relation to other pupils on the SEND record.

All staff are made aware of their responsibilities for pupils with SEND whether or not pupils have an EHCP. Clear communication lines between them and Learning Support staff are established. A programme of staff development is included in the schools and department's Development Plan and is implemented as far as is practicable.

The SENDCO is also the designated teacher with responsibility for Children in Care.

Staff on the SEND team:

- SENDCO
- Assistant SENDCO
- 1 Higher Level Teaching Assistant
- 1 Teaching Assistant in Maths
- 5 Learning Support Assistants
- 2 Cover Supervisors who have a default LSA role

Governors

The governing body is aware of its responsibilities to ensure the best possible provision for students with special educational needs as laid down in the Department of Education's Code of Practice for Special Educational Needs (2014).

Section 11: Storing and managing information

All SEND information is stored securely in line with the schools policy on information management. Information is shared with relevant staff and confidentiality is upheld with the most sensitive information.

Section 12: Reviewing the policy

The SEND policy will be reviewed annually to take into account educational changes for the provision of SEND pupils.

Section 13: Accessibility

The DDA as amended by the SEND and disability Act 2001 placed a duty on all schools and Local Authorities to plan and increase over time the accessibility of schools for disabled pupils to implement their plans.

Our accessibility plan outlines the key considerations for our pupils with SEND.

Section 14: Dealing with complaints

Please refer to the Complaints Policy on our website.

Section 15: Bullying

Please refer to the School Anti-bullying Policy on our website.

Section 16: Appendices

Please refer to the school website for useful links.

Reviewed September 2019

Helen Blythe

Vice Principal SENDCO