



Special Educational Needs and Disabilities Policy (Primary)

At Isaac Newton Academy our aim is to equip every student with the knowledge, learning power and character necessary for success at university and beyond. We believe unwaveringly that, regardless of background or prior attainment, all students entering the Academy have the potential to leave with a set of qualifications that will enable them to pursue their education at a top university. Fundamental to the realisation of this challenging aspiration is an absolute commitment to providing a learning environment where students with special educational needs and disabilities (SEND) can make exceptional progress and fulfil their potential.

As an inclusive school we provide an education which:

- is characterised by high expectations of every student, including those with SEND
- is broad and balanced with full access to the National Curriculum
- provides careful assessment and close monitoring of each individual student's progress and outcomes
- equips all students with the habits of mind, dispositions and learning power to be successful learners
- recognises and celebrates achievement in all its forms
- enables every student to become a full, independent and positive member of the community.

Definition of Special Educational Needs

Students have special educational needs if they have a learning difficulty which requires special educational provision to be made for them. At Isaac Newton Academy, special educational provision means any provision which is additional to, or different from, the educational provision made generally for students of their age (Education Act, 1996).

A student is defined as having a disability if he/she has a physical or cognitive impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities (Disability Discrimination Act, 1995).

The SEN Code of Practice (2015) identifies four areas in which students may experience difficulties. These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional, mental Health (SEMH)
- Sensory, Physical and/or Medical.

These needs are inter-related and it is possible that students will have difficulties in more than one area.

A student is identified as having a learning difficulty if he/she:

- has a significantly greater difficulty in learning than the majority of students of the same age
- has a disability which prevents him/her from making full use of educational facilities generally provided for students of the same age in schools.

A student is not regarded as having a learning difficulty simply because he/she:

- has a home language which is different from the language in which he/she is taught
- is a new arrival in the UK
- has missed school due to persistent absence
- is in care
- has a chaotic or dysfunctional family background
- is from a disadvantaged background.

If a student is identified as having special educational needs, this status is kept under constant review as it is likely that his/her needs will change over time. It is important that no student is unnecessarily categorised or remains on the SEND Register for longer than is appropriate.

At Isaac Newton Academy we have regard to the SEND Code of Practice when carrying out our duties towards students with special educational needs. This includes forming effective partnerships with parents/carers and recognising the knowledge and experience that they contribute to a shared view of their child's needs. We involve parents/carers in developing a joint approach to learning at home and at the Academy in order to support students with SEND in achieving their potential.

Identification and Assessment

At Isaac Newton Academy, we are conscious that a student's needs may emerge or change at transition to secondary school. We screen students on entry, using the following tools:

- baseline tests in reading, writing and maths within the first two weeks of the child starting the school
- on-going observations by teachers and Teaching Assistants (TAs)

The identification and assessment of the SEND of students whose first language is not English is given particular care. The student's performance in a range of subjects is considered to establish whether the difficulties being encountered arise due to English not being a first language or from the student having SEND.

In the summer term, prior to the children starting Reception, information collected during home visits and from pre-school/nursery provision. The Academy uses this information to create a plan for every student known to have SEND. The pupil and his/her parents/carers are involved in planning and agreeing targets. The information is used by teachers and TAs to ensure that the

pupil is provided with an appropriately differentiated curriculum and targeted support during lessons.

The Academy measures the progress of students with SEND by referring to evidence from teacher observation and assessment, attainment within the National Curriculum (both during and at the end of a Key Stage), through the use of standardised screening or assessment tools. Assessment for learning is an integral part of the teaching and learning process and is key to pupils with SEND reaching their potential. It provides a clear and accurate picture of the skills and knowledge that a pupil has acquired, the progress he/she has made and a diagnostic indication of what he/she needs to do next (see INA Assessment for Learning Policy).

Interventions

When a pupil is identified as having SEND, staged interventions are provided that are additional to, or different from, those provided as part of the usual differentiated curriculum. These interventions are categorised as, SEN support, or as an Education Health Care Plan (EHCP). A Provision Map, documenting all of the support available to the pupil with SEN, is produced termly by the SENCO – Assistant Principal.

a) Additional Educational Needs – (not on the SEND register but are monitored)

A pupil is categorised as having **additional educational needs** if he/she:

- shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- presents emotional and/or behavioural difficulties which are not addressed by the behaviour management techniques usually employed in the school
- 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.

The nature of the above difficulties means that the needs of a pupil categorised as having Additional Educational Needs can be fully met by the subject teacher through appropriately differentiated, whole class teaching and close monitoring of his/her progress. This is Wave 1 intervention. The SENCO and primary SLT advise subject teachers and TAs on any specific action or strategies which may be needed to support the pupil to progress more rapidly.

b) SEN Support (K)

A pupil is categorised as **SEN support** usually due to the fact that, despite receiving an individualised programme and/or concentrated support, the pupil:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below those expected of students of a similar age

- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with his/her own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or direct intervention
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

All pupils at SEN support are given full access to the curriculum through carefully differentiated schemes of learning and lesson plans (wave 1).

Strategies employed to enable the student to progress are recorded in an Individual Education Plan (PLP). The PLP includes information about:

- the short-term targets set for or by the pupil
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when the IEP is reviewed).

The PLP only records that which is additional to or different from the differentiated curriculum provision and will focus on three or four individual targets to match the pupil's needs. The PLP includes details of any additional interventions, such as small group/individual literacy or numeracy programmes, mentoring or social skills training which are intended to support the pupil in meeting his/her targets (wave 2). The PLP is reviewed every term. Parents'/carers' views on their child's progress is sought and the pupil is involved in reviewing targets and setting new targets.

c) Education Health Care Plan (EHC)

For some students, the support given through **SEND Support (K)** may not be sufficient to enable them to make the progress expected. For such pupils, a statutory assessment of SEND conducted by the local authority may lead to the issue of a EHC plan, where their needs cannot reasonably be provided with the resources normally available to the school. Details of the assessment process can be found in the SEN Code of Practice and the SEN Manual of Guidance produced by the Special Services.

The Statement of EHCP outlines:

- details of the pupil's SEND
- the type of specialist support required
- the pupil's learning targets
- the role of the school
- any non-educational needs and how they will be met

An EHCP is reviewed at least annually with the parents/carers, the pupil, the LA and the Academy. The review may result in changes to the EHCP. The annual review held in Years 2, 5 and 6 are particularly significant in preparing for the pupil's transition to Secondary school at Key Stage 3.

The pupil's targets and strategies to enable him/her to make progress are recorded in an Individual Education Plan (IEP). This is drawn up by the SENCO in liaison with class teachers and reviewed termly. (For further details see IEPs in SEN support). Other outside agencies, such as professionals from health or social services, may be involved in supporting pupils with an EHCP. In such instances, the Academy seeks the consent of a pupil's parents/carers and ensures that they have an opportunity to contribute to the process.

Roles and Responsibilities

Provision for pupils with SEND is the responsibility of every member of staff at Isaac Newton Academy Primary. It is crucial that everyone who works with pupils with SEND has the highest expectations of them as well as the skills to support them in their learning.

Responsibilities of the SENCO – Assistant Principal

The SENCO's key role is to help to determine the strategic development of the SEND policy and provision within the Academy, to ensure that pupils with SEND make exceptional progress and fulfill their potential.

The key responsibilities of the SENCO include:

- maintaining a strategic overview of SEND throughout the Academy, including policy writing and maintaining the SEND Register
- line managing the SEN TAs and oversee the work of any other professionals who provide additional support to pupils, such as the LA outreach support teachers
- maintaining an oversight of the intervention programmes for pupils with SEND
- initiating regular, measurable assessments of individual pupils to monitor their progress and set targets and to disseminate the outcomes
- liaising with nursery schools/pre-schools to ensure continuity of support and learning on transfer to INA
- ensuring that the Academy's statutory responsibilities for EHCP's and their Annual Review are met
- ensuring that resources, support and staff training are carefully targeted so that pupils with Special Educational Needs and Disabilities learn effectively and make outstanding progress
- ensuring that teachers and TAs are fully conversant with the specific learning needs of pupils on the SEND Register and to lead staff training on effective teaching and learning strategies for supporting pupils with SEND
- supporting all pupils with SEND, through carefully targeted interventions, in making significant and continuing progress so that achieve at chronological age level and above

- overseeing the training of staff who teach the intervention programmes and monitoring the impact of their work
- working with and advising class teachers and TAs on planning, differentiating and resourcing lessons to ensure that effective learning takes place for pupils with SEN

Responsibilities of Teachers

The SEN Code of Practice (2015) states ‘all teachers are teachers of children with SEN’. In order to ensure that pupils with SEND learn effectively and make progress during each lesson, teachers at Isaac Newton Academy take responsibility for adapting their teaching to meet the learning needs of students with SEND. They do not rely on Teaching Assistants to meet the needs of pupils with SEND.

This key responsibilities of teachers includes:

- taking account of the wide range of current attainment and any specific learning difficulties of the pupils
- differentiating lessons so that the needs of all pupils are met
- ensuring that tasks are challenging and match pupils’ needs accurately
- ensuring that pupils with SEND are supported and encouraged
- monitoring the learning of pupils with SEND at each stage in the lesson or sequence of lessons
- knowing what the learning needs of pupils with SEND are and how their learning can be best supported
- ensuring that the skills gained in intervention are consolidated further in teaching and learning in the classroom
- raising the aspirations of pupils with SEND by talking to them about their targets and progress towards their targets
- ensuring that outstanding teaching leads to outstanding learning outcomes for all pupils, including those with SEND
- ensuring that the skills gained in intervention are consolidated further in teaching and learning in the classroom.

Responsibilities of the Primary Deputy Head teacher (GMJ)

The Primary Deputy Headteacher’s role is to provide outstanding support to the SENCO , TAs and to teachers and pupils to ensure that pupils with SEND learn effectively and make outstanding progress.

The key responsibilities of the Primary Deputy Headteacher include:

- line-managing and overseeing the on-going work of the SEN TAs
- working with the TAs on planning, differentiating and resourcing lessons to ensure that effective learning takes place for all pupils with SEND

- advising, coaching and training the teaching assistants to ensure a highly effective and consistent approach to supporting pupils with SEND
- contributing to the delivery of staff training on pupils with SEND

Responsibilities of Teaching Assistants (TAs)

The Teaching Assistants' role is to deliver outstanding support to teachers and pupils to ensure that pupils with SEND learn effectively and make outstanding progress.

The key responsibilities of Teaching Assistants include:

- working with class teachers to plan, differentiate and resource lessons that ensure that effective learning takes place for all pupils
- supporting the learning of individuals and groups of pupils in lessons to ensure that all pupils, including those with SEND, make progress during the lesson
- taking an active role in lessons, including (when appropriate) assisting with whole class teaching under the guidance of the class teacher
- planning and delivering short term literacy and numeracy intervention programmes for pupils with SEND and pupils who are working below chronological age level who are not on the SEND Register
- supporting pupils with SEND in becoming independent, resilient learners
- planning and delivering short term intervention programmes to support the development of targeted pupils' literacy and numeracy skills
- supporting the learning of pupils with behavioural, emotional and social difficulties
- carrying out assessments on individuals using a range of assessment tools.

Training

The Academy is committed to offering staff training that enables them to feel confident and skilled when dealing with the diverse needs of the pupils they are supporting, teaching and working with. A programme of training on issues related to SEND will be scheduled each year, including specific learning difficulties or medical conditions and behaviour for learning.

Complaints

If a parent/carer has a complaint about the progress their child is making or the support he or she is receiving, the SENCO will arrange a meeting to discuss the difficulty with them. If this meeting is unable to resolve the issue, the SENCO – Assistant Principal will meet with the parents/carers.

Any complaints will be dealt with according to INA's Complaints Policy.

Reviewed June 2017