



**Green Spring  
Academy**  
SHOREDITCH

# Special Educational Needs and Disability Policy

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## **Our Academy Ethos**

Outstanding learning and teaching is at the core of everything we do at Green Spring Academy Shoreditch (GSAS).

We aim to raise attainment to exceptional levels and we value the contribution that every individual can make to GSAS, regardless of ability or background. We have the highest expectations of all, in a caring and supportive environment. Our students are active citizens and make a positive contribution to the local, national and global community.

### **1. Aims and objectives**

‘Every Teacher is a Teacher of SEN’.

Aims:

- Provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs and Disability Code of Practice.
- Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of our students’ achievement.
- Support all students to excel by offering multiple pathways for progression.
- Equip students with the skills and attributes necessary for adult life.
- Create a welcoming atmosphere for parents and carers.

Objectives:

- Staff members seek to identify the needs of students with Special Educational Needs and Disabilities (SEND) as early as possible. This is most effectively done by gathering information from parents, education, health and care services and primary schools prior to the child’s entry into GSAS. Where needs have not been previously identified, staff have an obligation to report observations to the SENCO.
- Monitor the progress of all students in order to aid the identification of students with SEND. Continuous monitoring of those students with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure students with SEND have full access to the National Curriculum. This will be coordinated by the SENCO, Deputy SENCO and Assistant Vice Principal and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students’ needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child’s education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child’s progress.

- Work with and in support of outside agencies when the students' needs cannot be met by the school alone. GSAS receives further support from Education Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS) and other relevant outside agencies.
- Create an environment where students can contribute to their own learning by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all students at regular intervals. Student leadership and student voice activities are integral parts of the Academy.

## 2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Code of Practice 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

## 3. Definitions

*Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.*

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

*Definitions of special educational needs (SEN) taken from SEND Code of Practice 2014.*

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

<https://www.gov.uk/government/policies/special-educational-needs-and-disability-send>

This information is also available by putting the above web address into the browser of a smart phone or tablet.

Tower Hamlets local offer

[http://www.towerhamlets.gov.uk/lgnl/education\\_and\\_learning/local\\_offer.aspx](http://www.towerhamlets.gov.uk/lgnl/education_and_learning/local_offer.aspx)

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Tower Hamlets that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

## **4. Roles and responsibilities**

### **4.1 The SENCO**

The SENCO is Aurica Fabian.

They will:

- Work with the Head of School and SEND Local Advisory Body (LAB) Member to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services

- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head of School and LAB to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

#### **4.2 The SEN LAB Member**

The SEN LAB Member will:

- Help to raise awareness of SEND issues at LAB meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Head of School and SENCO to determine the strategic development of the SEND policy and provision in the school

#### **4.3 The Head of School**

The Head of School will:

- Work with the SENCO and SEN LAB Member to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

### **5. Arrangements for coordinating SEND provision**

The SENCO will hold details of all SEN Support records such as the SEND Register, provision maps and student profiles and 'pen pictures'.

All staff can access the following documents:

- The GSAS SEND Policy.

- A copy of the SEND Register.
- Guidance on identification of SEND in the Code of Practice.
- Information on individual students' special educational needs including student profiles and pen pictures where applicable.
- Practical advice, teaching resources, and information about types of special educational needs and disabilities.
- By accessing the above every staff member will have complete and up-to-date information about all students with special needs and their requirements; enabling them to provide for the individual needs of all students. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

The Academy also maintains the live database on Bromcom with identified needs and strategies for every student on the SEND register.

## **6. Admission arrangements**

The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without. Where appropriate, upon transition, children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. An individual plan of action to aid transition will be offered.

## **7. Specialist SEND provision**

GSAS is an inclusive school. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion see Section 10. At GSAS, we support children with a wide range of needs. We are committed to whole school inclusion and will seek support and training from SEND services where appropriate.

## **8. Facilities for students with SEND**

The site building regulations comply with all relevant accessibility requirements. The building provides wheelchair access, accessible shower, changing facilities, toilets and lifts.

Two classrooms and a therapy room are allocated to form the Inclusion base for students with SEND to access. Please also refer to the Accessibility Plan and Audit for all current adaptations and future plans.

## **9. Allocation of resources for students with SEND**

For those with the most complex needs, additional funding (HLN or High Level Needs) is retained by the local authority. The Local Authority will determine whether the level and complexity of need meets the threshold for this additional funding.

A number of SEND students may also receive intervention funded by Pupil Premium allocation depending on the nature of the programme(s) offered.

## 10. Identification of students' needs:

See definition of Special Educational Needs at start of policy.

A range of qualitative and quantitative data is used to support identification including:

- Key Stage 2 data
- Reading age tests
- Cognitive Ability Tests
- Progress data (Date Entry Points)

Where necessary the Academy may also enlist the identification tools of other professionals, for example Educational Psychologist, Speech Therapist and CAMHS.

A graduated approach: 'Every Teacher is a Teacher of SEN'.

Quality First Teaching: 'The baseline of learning for all students'.

- a. Any student who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b. Once a student has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c. The subject teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d. The SENCO will be consulted as needed for support and advice and may wish to observe the student in class.
- e. Through the above actions it can be determined which level of provision the student will need.
- f. If a student has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- g. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.
- h. The Student is monitored if concern is raised by parent or teacher but this does not automatically place the student on the school's SEND register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
- i. Student progress meetings and parent evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.

## **SEN Support:**

Where it is determined that a student does have SEND, parents will be formally advised of this before inclusion of the individual on the School SEND Register. The aim of formally identifying a student with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

### **Assess**

In identifying a child as needing SEN support the subject teacher, working with the SENCO should carry out a clear analysis of the student's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the student is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

When it is decided to provide a student with SEN support, parents/carers will be informed. Planning will involve consultation between the teacher, tutor, Head of Year, SENCO and parents/carers to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review.

Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the student, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The tutor, Head of Year and subject teachers remain responsible for working with the student on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and

relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

### **Review**

Reviewing student progress will be made at termly 'Data Entry Point' (DEP) academic data checks. The review process will evaluate the impact and quality of the support and interventions. The SENCO will revise the support and in light of student progress and development; making any necessary amendments going forward, in consultation with parents/carers and subject teachers.

### **Referral for an Education, Health and Care Plan:**

If a student has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the Academy but can be requested by a parent/carer. This will occur where the complexity of need or a lack of clarity around the needs of the student are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents, SENCO and Head of Year, if applicable. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals
- Education professionals e.g. Education Psychologist

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the student is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEND Local Offer:

<http://www.localoffertowerhamlets.co.uk/pages/local-offer/what-is-the-local-offer>

Or by contacting the Parents Advice Centre:

30 Greatorex Street,

E1 5NP

Tel: 020 7364 6489 Email: [pac@towerhamlets.gov.uk](mailto:pac@towerhamlets.gov.uk)

## Education, Health and Care Plans (EHC Plan)

- a. Following Statutory Assessment, an EHC Plan will be provided by London Borough Tower Hamlets Council or the borough in which the student resides, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in the Academy and parents/carers will be involved developing and producing the plan.
- b. Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the student. The Annual Personal Review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place.
- d. Link to Tower Hamlets local offer

<http://www.localoffertowerhamlets.co.uk/pages/local-offer/what-is-the-local-offer>

## 11. Access to the curriculum, information and associated services

Students with SEND will be given access to the curriculum through the specialist SEND provision provided by the Academy as is necessary, as far as possible, taking into account with the wishes of parents and the needs of the individual.

Every effort will be made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with parents for other flexible arrangements to be made. Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in the Academy.

## 12. Ensuring Access to the Curriculum for Students with SEND:

The SENCO and Senior Leaders are responsible for:

- Keeping staff fully informed of the special educational needs of any students including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. Ensuring staff members are kept up to date with teaching methods which will aid the progress of all students including those with SEND.
- In-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary.
- Individual or small group tuition is available where it is felt that students would benefit from this provision.
- Setting appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels.

## 13. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the Academy encourages feedback from staff, parents/carers and students during the academic year. Student progress will be monitored on a termly basis in line with the SEND Code of Practice. The Inclusion

Department offer an Open Door policy where parents can access the SENCO, Deputy SENCO and Assistant Vice Principal regularly without making an appointment. Further feedback from parents can be given at any time through email contact and termly coffee mornings.

A formal evaluation of the effectiveness of Academy SEND provision will be published in the Head of School's report to Governors in May of each academic year, in accordance with section 69 of the Children and Families Act 2014.

#### **14. Complaints procedure**

Please refer to the Academy's general Complaints Procedure.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO and Assistant Vice Principal who will be able to offer advice on formal procedures for complaint if necessary.

#### **15. In service training (CPD)**

We aim to keep all Academy staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND. The Academy seeks the support of the Educational Psychology Service, Speech Therapy Service, Pupil Referral Unit when a need for specialist training is identified. The Inclusion Department and Senior Leadership Team consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEND issues.

The SENCO attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff. All Teaching Assistants are offered training opportunities through a range of local agencies working with specific students at the Academy. Teaching assistants also participate in a peer coaching and observation.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCO, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

#### **16. Links to support services**

The Academy continues to build strong working relationships and links with external support services in order to fully support our SEND students and aid inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a student. This will then be brought to the attention of the SENCO and who will then inform the child's parents. The Pastoral Team, Support Councillors, Attendance and Welfare Officer, School Nurse, SENCO and Head of Learning Support liaise on a weekly basis to highlight students causing concern. Any relevant information regarding students with SEND is discussed and if necessary filtered to teaching staff using a variety of means. This forum provides an opportunity to gather evidence, offer advice and appoint a key worker to aid in the path to appropriate provision.

#### **17. Working in partnerships with parents**

GSAS believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEND to enable personal success.
- Parental views are considered and valued.
- The SENCO provides support to teaching staff throughout the process and will attend parental meetings upon request. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs. The SENCO may also signpost parents of students with SEND to the local authority Parent Advice Centre (PAC) where specific advice, guidance and support may be required. If an assessment or referral indicates that a student has additional learning needs the parents/carers and the student will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The Academy's SEN Local Advisory Body Member may be contacted at any time in relation to SEND matters.

### **18. Links with other schools**

The Academy has strong links with several partner primary schools and has structured and secure programmes in place to support the transition of vulnerable students. The Academy also works closely with Tower Hamlets Student Referral Units.

Where a student has a current EHC plan there is a legal requirement to provide an annual review at the point of Year 9 and Year 11 transition. This review may take the form of a Person Centred Review or Formal Review. This is decided upon by the SENCO in consultation with external agencies. Transition Plans are drawn up in accordance to parental, student and staff views follow the actions of a Review Meeting. Students with funding (AFN/HLN) where appropriate will also receive an annual review.

### **19. Links with other agencies and voluntary organisations**

GSAS invites and seeks advice and support from external agencies in the identification, assessment and provision of SEN. The SENCO and Deputy SENCO are the designated persons responsible for liaising with the following:

- Education Psychology Service
- Behaviour Support Service
- Social Care
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services
- Parents Advice Centre
- Phoenix School

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation. In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents/carers will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

## **20. Links with other policies and documents**

This policy links to our policies on:

- **GSAS Accessibility plan**

<http://www.gsacademyshoreditch.org.uk/wp-content/uploads/2017/07/Accessibility-Audit-Action-Plan-Appendix-1-review-2017-1.pdf>

- **GSAS Behaviour Policy**

<http://www.gsacademyshoreditch.org.uk/wp-content/uploads/2017/10/Behaviour-Policy-September2017.pdf>

- **GSAS Equality Policy**

<http://www.gsacademyshoreditch.org.uk/wp-content/uploads/2017/10/Equality-Policy-June-2017-V0.6.pdf>

- **GSAS Supporting pupils with medical conditions Policy**

<http://www.gsacademyshoreditch.org.uk/wp-content/uploads/2017/11/Supporting-Students-with-Medical-Conditions-Policy-November-2017.pdf>