



Phoenix St. Peter Academy

SEND Policy

Audience:	Parents School staff (in particular teachers and leaders) Local Governing Bodies
The policy owner is:	Terri Freeman DHT for Inclusion and SENDCo
Other related policies:	Teaching and Learning, Curriculum and Core Subject policies, Marking and feedback, Safeguarding and Child Protection Policy
This policy was reviewed and ratified by the Governing Body of Phoenix St. Peter Academy on:	15.05.2023



At REAch2, our actions and our intentions as school leaders are guided by our Touchstones:



Integrity	We recognise that we lead by example and if we want children to grow up to behave appropriately and with integrity then we must model this behaviour
Responsibility	We act judiciously with sensitivity and care. We don't make excuses, but mindfully answer for actions and continually seek to make improvements
Inclusion	We acknowledge and celebrate that all people are different and can play a role in the REAch2 family whatever their background or learning style
Enjoyment	Providing learning that is relevant, motivating and engaging releases a child's curiosity and fun, so that a task can be tackled and their goals achieved
Inspiration	Inspiration breathes life into our schools. Introducing children to influential experiences of people and place, motivates them to live their lives to the full
Learning	Children and adults will flourish in their learning and through learning discover a future that is worth pursuing
Leadership	REAch2 aspires for high quality leadership by seeking out talent, developing potential and spotting the possible in people as well as the actual



Introduction:

This Policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 years and has been written with reference to the following guidance and documents:

- ☞ Equality Act 2010:
- ☞ SEND Code of Practice 0-25 years
- ☞ Statutory Guidance on Supporting children at school with medical conditions
- ☞ National Curriculum in England KS1 & 2 framework documents
- ☞ Our Safeguarding and Child Protection Policy
- ☞ Our Single Equalities and Accessibility Policy
- ☞ Teachers' Standards

Our Vision & Core Offer:

At Phoenix St. Peter, all children are valued, and achievements are celebrated through a caring, positive and stimulating approach. We are committed to providing for each child the best possible environment for learning in order to achieve their full potential. Our policy for children with Special Educational Needs is therefore an integral part of the whole school's ethos.

In implementing the policy, we strive to ensure that all children have access to a broad and balanced curriculum. We will provide an inclusive curriculum appropriate to children's individual needs and ability. We believe that it is the collective responsibility of all staff in our school to ensure that there is a consistency of approach to meeting the needs of all children and that each child's special educational needs are identified and plans are put into place to their support needs.

The Special Educational Needs (SEN) Aims of the School

In order to provide high quality provision for children with Special Educational Needs, we aim to:

- ☞ To raise the aspirations of, and expectations for, all children with SEND, providing a focus on desirable outcomes with clear targets and Steps to Success
- ☞ To ensure the identification of all children requiring SEND provision as early as possible in their school life
- ☞ To ensure that SEND children are fully integrated in all school activities, including events before and after school, educational visits and residentials
- ☞ To ensure that parents of SEND children are kept fully informed of their child's progress and attainment through focussed meetings that consider Individual Learning Plans (I.L.Ps.)
- ☞ To ensure that SEND children are involved, where practicable, in decisions affecting their future SEND provision and sharing ideas on how to support their needs i.e. One Page Profiles.



Definition of Special Educational Needs

(Special Educational Needs Code of Practice, May 2015)

Children have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- 🏆 Have a significantly greater difficulty in learning than the majority of children of the same age
or
- 🏆 Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school.

Children may have needs and requirements which fall into at least one of four areas:

- 🏆 Communication and interaction
- 🏆 Cognition and learning
- 🏆 Social, emotional and mental health difficulties
- 🏆 Sensory and / or physical needs
- 🏆 Health and medical needs

Many children may have inter-related needs. These additional needs may be for a short period or throughout a child's educational life. They may be identified before a child has even entered school or they may come to be recognised at a specific point in their education.

What is not SEND but may impact on progress

- 🏆 Attendance and punctuality
- 🏆 Health and welfare
- 🏆 English as an additional language
- 🏆 Being in receipt of the Pupil Premium Grant (PPG)
- 🏆 Being a Looked After Child
- 🏆 Under the SEN Code, behaviour is no longer a descriptor that can be used as a description of SEN and should be described as an underlying response to a need.

Admissions

The Governing Body believes that admissions criteria should not discriminate against children with SEN, and has due regard for the general presumption in law of mainstream education for children with SEN, secured by the Children and Families Act 2014 and referred to within the SEND Code of Practice, in that

"Where a child has SEN but does not have an Education Health Care Plan, they must be educated in a mainstream setting except under specific circumstances" CoP 1:27



Where a child has a particular need e.g. wheelchair access, the governors will make every effort to ensure the child's needs are fully met. Some rooms are inaccessible for wheelchairs and this will be taken into account in class room allocation should the need arise. For further information, please see the Equalities and Accessibility Policy.






If a child is transferring into the school with a Statement or Educational Health Care Plan (EHCP) or has been receiving extra support in their previous school, the continuation of this support will be negotiated with the Local Authority to ensure their needs can be met.

Identifying Special Educational Needs

Early identification of children with SEN is a priority. Class teachers take responsibility for providing high quality teaching for all children in their class. As such, they provide an inclusive curriculum to cater for a range of abilities within their class and know their children best.

The school regularly reviews the quality of teaching for all children through observations, book sampling and Pupil Progress Meetings, which give class teachers the opportunity to discuss any concerns they may have about individual children. They also regularly talk to parents about concerns they may have or consult with the SENDCo regarding next steps.

The purpose of early identification is to work out what action the school needs to take to meet the needs of children who have special educational needs. We endeavour to secure special educational provision for children for whom this is required, that is "additional to, and different from" that provided within the differentiated curriculum to better respond to the four broad areas of need, identified in the Code of Practice (May 2015).

-  Communication and Interaction
-  Cognition and Learning
-  Social, Mental and Emotional health
-  Sensory/Physical
-  Health and medical needs

Whole School Approach

At Phoenix St. Peter Academy we have adopted a whole school approach to the SEND policy and practice. Children identified as having SEN are, as far as it is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to lessons and are integrated into all aspects of School life. We follow a four-step cycle of action approach as recommended in the Code of Practice.



Assess, Plan, Do, Review.

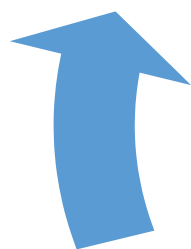
All teachers are responsible for identifying children with SEND and in collaboration with the SENCO, will ensure that those children requiring different or additional support are identified at an early stage.

Provision Maps and Intervention

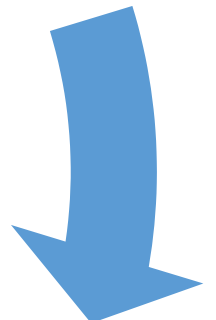
Children who need additional support are targeted through in class adult support and interventions, which are part of the child's I.L.P. and recorded on class Provision maps. The class teachers remain responsible and accountable for children supported by Learning Support Assistants and external specialist staff. The impact of the provision is measured regularly and children not making adequate progress are discussed with the school's Deputy Head and SENCO. During these discussions, each individual child in the class is reviewed, and content includes:

What support is needed?
What agencies are involved
What external screening, assessment and advice is required to support early identification of need?

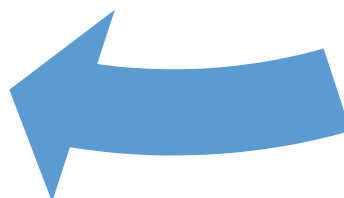
What progress has _____ made?
Refer to ILP.
Refer to external services' plans.
Refer to monitoring/tracking information.



Homework?
Parent partnership?
After school clubs?
Home-School communications.



How is the child?
General wellbeing, housing, physical health, social integration and emotional health?
Attendance and punctuality?





It is the responsibility of class teachers to create their class I.L.P. Provision map and to review them. Smart targets must be set so that the impact of interventions can be measured. I.L.Ps. and Provision maps should be seen as working documents that can be added to and amended, over the course of the year, and which includes a record of outcomes.

Where a child does not make progress despite inclusive strategies and additional interventions, there will be a more formal meeting with parents. The class teacher will alert the SENCO to explore what underlying reasons may be contributing to the child's lack of progress.

Depending on the need, various paperwork will be completed by the class teacher in order to identify specific difficulties, and the SENCO may carry out other assessment referrals to build a profile of the child's need and engage external services. Where external factors may be contributing to the child's lack of progress, Deputy Headteacher, Deputy Designated Safeguarding Lead & Pastoral Lead may offer advice to the family.

Under the SEN Code of Practice a child is deemed to have Special Educational Needs (SEN) if he or she has:

- 🏆 Significant greater difficulty in learning than the majority of others of the same age
or
- 🏆 his or her disability "prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in a mainstream school".

At this stage, children can be placed on the SEN Register, which under the Code of Practice has a single category **SEN Support**. Children will continue to be monitored through I.L.Ps. and will be supported by further in class support and targeted interventions. Children can be placed on the SEN Register through concern, supplemented by evidence that, despite receiving bespoke teaching, children:

- 🏆 Make little or no progress
- 🏆 Demonstrate difficulty in developing basic literacy or numeracy skills
- 🏆 Have sensory/physical problems, and make little progress despite the provision or specialist equipment
- 🏆 Experience communication and / or interaction problems and make little or no progress despite experiencing an aged appropriate, bespoke and tailored curriculum.

If the school decides, after consultation with parents, that a child requires additional support to make progress, the SENCO in collaboration with teachers, will support the assessment of the children and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents / families will be informed of the action and results.

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