

Phoenix Junior Academy



SEN Information Report and Procedures

Date written:	September 2018
Date received by staff:	September 2018
Date agreed by LGB:	27 th September 2018
Date to be reviewed:	January 2020

PHOENIX JUNIOR ACADEMY
FORT PITT THOMAS AVELING ACADEMY TRUST
SEN Information Report and Procedures

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2015) 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 (September 2015)
- Schools SEN Information Report Regulations (2014)
- The Children and Families Act (2014) – Part 3; Children and Young People in England with Special Educational Needs or Disabilities
- This policy is available to be shared with all staff and parents of pupils with SEND which reflects the SEND Code of Practice 0 – 25 guidance.

At Phoenix Junior Academy we aim to offer excellence and choice to all our pupils, whatever their ability or needs, through the removal of barriers to learning and participation. We have high expectations of all our pupils and want them to feel that they are a valued part of our community.

This policy identifies current practice and establishes an agreed framework within which further developments may be planned. Such developments will relate to school, local authority and national initiatives, including the SEN Code of Practice. The recent proposed changes to SEN in the government's Green Paper will have an impact on practice and interventions and could result in a need for a revision in the school's SEN Policy.

The Local Governing Body of the Phoenix Junior Academy seeks to respond to the educational needs of every individual pupil throughout her/his time at the academy. Special Educational Needs (SEN) applies to those pupils who have a significantly greater difficulty in learning than the majority of pupils of the same age. This need or difficulty may result from factors such as learning difficulties, emotional and physical or sensory needs and medical, health or emotional problems.

SECTION 1

Aims

The aims of this policy are:-

1. to provide all pupils, of whatever ability, with access to the whole curriculum, thus supporting the philosophy of inclusion
2. to support all pupils with an identified special educational need to enable them to achieve their full potential, making reasonable adjustments, so that no pupil is put at a substantial disadvantage
3. to promote within the staff a corporate sense of responsibility for the special educational needs of all pupils.

Objectives

The objectives of this policy are:-

1. to identify and distinguish between the various forms of Special Educational Needs experienced by our pupils
2. to provide detailed information for all staff on each pupil's individual needs
3. to keep parents informed of the needs and provision for their children
4. to keep pupils informed of provision put in place for them

5. to use external agencies effectively

SECTION 2:

At Phoenix Junior Academy the Inclusion Manager (*Mrs S Wady whom holds the National Award for Special Educational Needs Co-ordinator, NASENCO*) works closely with the pastoral team and SLT. There are 12 teaching assistants (TA's) in the SEN team 2 of which work specifically on Speech and Language (Sp&L) and 5 are HLTA qualified. As part of the Team the Family Liaison Officer (FLO) is available throughout the school day to support Senior Leaders working with parents, carers and children to ensure that the pastoral needs are fully met.

SECTION 3:

Identifying Special Educational Needs:

There are four Broad Areas of Need (SEND Code of Practice, 2015) for which the academy is responsible for planning provision:

- Communication & Interaction
- Cognition & Learning
- Social, Emotional & Mental Health Difficulties
- Sensory and / or physical needs

The purpose of the identification of a SEN is to establish what action the academy needs to take to best support an individual pupil; it is not to fit a pupil into a category. The school identifies the needs of pupils by considering the needs of the whole pupil which include not just the special educational needs of the pupil.

The school is clear that only those pupils who require additional specialist provision will be referred to as having SEN status. Other issues which may impact on progress and attainment but are NOT SEN include:

- 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 SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Identifying behaviour as a need will no longer be an acceptable way of describing SEN. Any concerns relating to a child or young person’s behaviour will be described as an underlying response to a need which the school will be able to recognise and identify clearly as the school knows the pupil well and can respond to their needs.

All teachers are responsible and accountable for the progress and development of every pupil in their class. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

SECTION 4:

The arrangements which have been made for co-ordinating the provision of education to pupils with Special Educational Needs:

The Role of the Inclusion Manager

The Inclusion Manager plays a crucial role in the SEN provision of the school. The Inclusion Manager works in collaboration with the Headteacher and the Local Governing Board to determine the strategic development of the SEN policy. Other responsibilities include:

- Overseeing the operation of the SEN policy
- Informing parents of the fact that SEN provision has been made for their child
- Managing Teaching Assistants and Higher Level Teaching Assistants
- Coordinating the provision for pupils with SEN
- Liaising and giving advice to fellow teachers
- Overseeing records of pupils with SEN
- Liaising with parents of pupils with SEN
- Liaising with external agencies, LA support services health, social services and voluntary bodies.
- Organising the access arrangements for SATs.

The Role of the Local Governing Body

The Advisory Board has an important responsibility in regard to pupils with SEN. These include:

- Ensuring that the provision for SEN pupils is made and this is of a high standard
- Ensuring that a responsible person is appointed to inform all those who are involved with teaching and supporting a pupil with an Education Health Care Plan (EHCP)
- Ensuring that SEN pupils are fully involved in school activities
- Having a regard to the Code of Practice when carrying out responsibilities regarding SEN pupils
- Being fully involved in developing and subsequently reviewing the SEN policy

The Role of the Headteacher

The Headteacher's responsibilities include:

- The day-to-day management of all aspects of the work of the school, including the SEN provision
- Keeping the Local Governing Board well informed about SEN within the academy
- Working closely with the Inclusion Manager
- Ensuring that the academy has clear and flexible strategies for working with parents, and that these strategies encourage involvement in an individual's education.

The Role of the Teacher

“All teachers are teachers of pupils with special educational needs.”

The Code of Practice clearly acknowledges the importance allocated to the classroom teacher with regards to SEN. “Quality First Teaching” is an essential element of addressing and supporting pupils with SEN in their classes. The teacher's responsibilities include:

- Being aware of the academy's procedures for the identification, assessment and subsequent provision for SEN pupils
- Collaborating with the Inclusion Manager to decide what action is required to assist the SEN pupil to progress
- Working with the Inclusion Manager to collect all available information on the SEN pupil
- Working with SEN pupils on a daily basis
- Developing constructive relationships with parents
- All teachers and TA's have a full provision map that identifies the support required for the SEN children in their class. These provision maps will need to be revisited on a regular basis using the information provided by the class teachers and TA's to ensure that the support for SEN students is relevant and meeting their needs.

SECTION 5:

Identification, Assessment and Provision.

At Phoenix Junior Academy, pupils who have been identified as having SEN are fully integrated into mainstream classes in which they have full access to the National Curriculum and equal entitlement to all aspects of their education.

All staff are responsible for identifying pupils with SEN and, in collaboration with the Inclusion Manager, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is seen as the process by which pupils with SEN can be identified; whether or not a pupil is making progress is seen as a crucial factor in considering the need for SEN provision.

Early identification of pupils with SEN is considered a priority. To aid identification, staff are encouraged to raise concerns with the Inclusion Manager. To further assist with the identification of SEN, the academy will ascertain pupil progress through reference to:

- Evidence arrived at by means of teacher observation/assessment.
- Reference to performance in N.C. assessments judged against level descriptions.
- Standardised screening /assessment tools e.g.: Key Stage 1 test results.
- Information from the infant school used to shape the pupil's curriculum and pastoral provision in the first few months at junior school
- Identify/focus on the pupil's skills and note areas that require early support
- Make sure that on-going observations/assessments provide regular feedback on achievements/experiences
- Involve pupils in planning/agreeing their targets
- Involve parents in a joint learning approach for home/school

The main methods of provision provided for individuals by the school are:

- Full time education in classes with additional help and support being provided by teachers through a differentiated curriculum
- TA support both in class and leading interventions targeted for small groups of pupils.
- There are some instances of 1:1 support for specific and very targeted interventions.

Monitoring Pupil Progress

In circumstances where teachers decide that a pupil's learning is unsatisfactory, the Inclusion Manager is the first to be consulted. The Inclusion Manager and teacher will firstly initiate a review of the approaches adopted. In circumstances where additional support to that of normal class provision is required, the course of action is to provide support through *SEN Provision*

The process by which the school will identify and manage pupils with SEN status is outlined below:

- **Assess**
- **Plan**
- **Do**
- **Review**

The principles of **Assess, Plan, Do and Review** have been identified within the new Code of Practice and will continue to be essential components in how Phoenix Junior Academy identifies how pupils with SEN are responding to the interventions, support and strategies used to assist them in school.

Whether or not “adequate progress” has been made is the crucial factor in determining need to provide additional support through SEN Support.

“Adequate progress” is defined as that which:

- Narrows the attainment gap between the pupil and his/her peers
- Prevents the attainment gap increasing
- Equals or improves the pupil's previous progress rate
- Ensures full curricular access
- Shows an improvement in self-help, social or personal skills
- Shows improvements in the pupil's behaviour

Where concerns remain, despite sustained intervention, the School will raise the pupil at the “In School Review” and in exceptional circumstances consider requesting a Statutory Assessment. Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this Policy. The School also recognises that parents have a right to request a Statutory Assessment.

It is our intention to inform parents in writing of any changes to the SEN stage at which their child has been identified. Parents will be invited to discuss the issues with the Inclusion Manager if they wish.

Criteria for exiting the SEN register

- If pupils with SEN status no longer require additional support to make the progress that the academy expects of them they will be reviewed to determine whether they can come off the SEN register.
- Students with EHCP will remain on the SEN register for as long as they have their EHCP.
- SEN status students and students with EHCP may be discussed at the In School Review which take place three times a year. Parents are informed whether their children will be discussed prior to each meeting and given the opportunity to contribute to the discussions had. ISRs are attended by: The Educational Psychologist linked to the school, Inclusion Manager, the Learning Support Advisor and class teacher.
- The decision to remove a pupil from the SEN register will be a joint one with the academy and parents and pupils concerned. It may be necessary to discuss some pupils with the Academy Educational Psychologist before taking a pupil from the register.

Record Keeping

The academy will record the steps taken to meet a pupil's individual needs using the school's online assessment programme that monitors and evaluates the progress and attainment of all pupils. This is carried out termly by the Inclusion Manager. In addition to the usual academy records, the SEN pupil's profile may include:

- Information from the infant school.
- Information from parents.
- Academy information on progress and behaviour.
- The individual's own perceptions of difficulties
- Information from health/social services/other agencies, e.g.: CAMHS
- A provision map to show what interventions are in place in paper form and also transferred on to School Pupil Tracker (SPTO).

All confidential information regarding SEN will be kept in locked filing cabinets.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council.
- Pupils with SEN are also encouraged to be part of the lunchtime and after school clubs to promote teamwork/building friends etc.
- Pupils with SEN have access to the school counsellor.

SECTION 6:

Request for Statutory Assessment

The school will make a request for a statutory assessment to the LA when, despite an individualised programme over a period of time, the pupil remains a significant cause for concern. Requests for statutory assessments may also be made by the parent or by referral by an outside agency. In order to carry out the Statutory Assessment the school will have the following information available:

- The action followed with respects to *SEN Support*
- Records and outcomes of regular In School Reviews (At least 2 ISRs)
- Information on the pupil's health and relevant medical history
- N.C. levels or equivalent information
- Literacy/numeracy attainments
- The views of both parents and the pupil
- Other relevant assessments from specialists e.g. support teachers/educational psychologists
- Social services/educational welfare service reports
- Any other involvement by professionals

An Education Health and Care Plan (EHCP) (the document and category that has now replaced the Statement of SEN) will normally be provided in situations where, after a statutory assessment, the LA considers that the child/young person's needs are such that additional provision is required to that which the school is able to offer. However, the academy recognises that a request for Statutory Assessment does not inevitably lead to an EHCP.

The EHCP will include details of learning objectives set for the child. These are used to develop targets that are:

- Matched to the longer term objectives set in the EHCP
- Of shorter term
- Established through parental/pupil discussion
- Implemented in the classroom
- Delivered by the teacher with appropriate additional support where specified.

Annual Review of EHCPs

The school will review each EHCP annually and the Inclusion Manager will invite:

- The pupil's parent/carer
- The pupil
- A representative of the LA
- Any other person the LA considers appropriate (Specialist Providers)
- Any other person the Headteacher/Inclusion Manager considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to targets outlined in their EHCP or during the last review.
- Review the provision made for the pupil in the context of the National Curriculum or equivalent measures and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year and whether or not to cease, continue or amend the existing plan
- Set new targets for the coming year when the EHCP is to be maintained

Reviews during Years 6 will be significant in preparing for the pupil's transition to Key Stage 3, consideration should be given to inviting representatives from the educational provision that the young person hopes to attend in Year 7.

With due regard for the time limits set out in the Code, the Inclusion Manager will write a report of the Annual Review meeting and send it, with any supporting documentation, to the LA. The academy recognises the responsibility of the LA in deciding whether to maintain, amend or cease an EHCP.

SECTION 7:

In School Reviews

The In School Review is held bi-termly and is organised by the Inclusion Manager. The pupils to be discussed are identified by the teachers based on their concerns for the pupils that they teach.

The ISR will normally be attended by the L.A. Educational Psychologist, the Inclusion Manager, and other representatives of support services from the Local Authority.

Discussions will focus on pupils on the SEN register about whom there is an on-going concern. The Inclusion Manager, in liaison with the teachers will collect evidence of the difficulties and concerns appropriate to each pupil.

The ISR provides an opportunity for discussing pupils who are causing concerns and for identifying and providing strategies to meet their needs. It is also the forum at which pupils, who may require statutory assessment, have to be discussed at least twice, before they can be referred to the Local Authority.

The Inclusion Manager will chair the meeting, which will be minuted. The minutes are issued to all in attendance at the meeting.

SECTION 8:

Storing and Managing Information

- The school recognises the importance of appropriately managing and storing documentation associated with SEN.
- All information on pupils who have left the school is archived appropriately.

SECTION 9:

Reviewing the Policy

- Given the climate of reform and extent of changes at a national level the SEN policy will be reviewed on an Annual basis.

SECTION 10:

Dealing with Complaints

- If parents and carers have complaints about the SEN provision within the school they can address these directly with the Inclusion Manager or the Headteacher. Should they occur, the school is committed to resolving complaints and grievances (in line with the School Complaints Policy) and resolutions are sought at all times.