

Anchorsholme Academy



SEN Policy

CONTENTS

Contents

1.0 Aims of SEND Policy	2
2.0 Objectives of SEND Policy	2
3.0 Special Needs Support Personnel	2
4.0 Admission Arrangements	3
5.0 Introduction & Background Information	3
6.0 School Philosophy for Children with SEN.	4
7.0 School Policy on SEN.....	4
8.0 Working Definition	4
9.0 The Curriculum	5
10.0 The Code of Practice.....	6
10.1 Early Intervention	6
10.2 Personalised Provision Plans.....	7
10.3 Reviewing Personalised Provision Plans	7
10.4 Outside Agencies / Specialists	8
10.5 Request for Statutory Assessment.....	8
10.6 Working with children with an EHC Plan.....	8
11.0 The Identification of Special Educational Needs	9
12.0 Communication of Information.....	10
13.0 Complaints Procedure	10
14.0 Special Educational Needs & Outside Agencies.....	11
15.0 Responsibilities.....	12
16.0 Resources.....	13
17.0 Teaching Arrangements	13
18.0 In-Service Training	14
19.0 Evaluation and Review	14

1.0 Aims of SEND Policy

To ensure all pupils have [access](#) to a broad, balanced and differentiated curriculum.

The aim of every teacher at Anchorsholme Academy is to help all children realise their full potential in a happy and caring environment. The whole school approach to teaching pupils considered to have SEN relies on collective and shared responsibility. One major principle underpins this policy and that is that all the teachers at Anchorsholme Academy are teachers of Special Needs Pupils.

- 1.1 To provide information about Special Educational Needs at Anchorsholme Academy and to ensure equal opportunities for all pupils.
- 1.2 To promote the achievement of pupils with Special Educational Needs.
- 1.3 To indicate the responsibilities of class teachers, Special Educational Needs Co-ordinator, parents, Governors and the wider community in relation to Special Educational Needs at Anchorsholme Academy.

2.0 Objectives of SEND Policy

- 2.1 To identify issues to be considered when dealing with Special Educational Needs at Anchorsholme Academy.
- 2.2 To evolve a school philosophy and policy for the early identification, teaching and assessment of SEN children.
- 2.3 To explain the new single category SEN approach of Early Intervention, Personalised Provision Plans and the Education Health Care Plan process to staff, parents and governors.
- 2.4 To ensure whole staff involvement in relation to children with SEN and the role of the SEN Co-ordinator.
- 2.5 To inform staff of teaching and support agency arrangements.
- 2.6 To work collaboratively with SEN support agencies to ensure Special Educational Needs are met.
- 2.7 To develop a partnership with parents in order to maximise the effect of meeting Special Educational Needs.

3.0 Special Needs Support Personnel

Special Needs Co-ordinator **Mrs H Newbery**

SENCo / SEN Support **Mrs J Carter**

Special Needs Governor **Mrs A Richards**

Child Protection Governor **Mr I Clare**

4.0 Admission Arrangements

The school's admission arrangements are as described by Blackpool Borough Council for all maintained primary schools and academies. The Governors support the notion that wherever possible all pupils with Special Educational Needs should be educated in mainstream school provided that the following criteria apply: -

- a. Account must be taken of the views of parents of the child
- b. Educational needs can be met in the school
- c. Placement must be consistent with the education of the other pupils in school

If the school is alerted to the need for a child to receive SEN support, either by the parents or by external agencies, the school will use its best endeavours to ensure that the appropriate resources are available including staffing and equipment.

For non-routine admissions, information will be sought from the previous school and standard tests in Maths and English will be administered to provide a baseline and inform class teacher. School nurse will be notified in order to ensure health needs are addressed.

All the facilities at Anchorsholme Academy are situated at ground floor level and the school has disabled toilets. To further improve access to the school, a number of alterations to the building have been made in recent years e.g. ramps not steps to outside entrances.

5.0 Introduction & Background Information

The system for dealing with 'Special Needs' at Anchorsholme Academy has evolved over a number of years.

The 1981 Education Act implemented many of the recommendations of the Warnock Report published two years earlier. In the post-Warnock period it was assumed that many 'normal' children would require additional help at some time or other in their school career. It was suggested by Lady Warnock that this might be as high as one in five of the school population. It was assumed that help should be available wherever possible in the ordinary school environment and that all teachers should take responsibility in providing that help, albeit supported at times by specialist staff. There was also a shift in emphasis away from what pupils with SEN could not do, to one which looked positively at their abilities.

The desirability of teaching pupils with special needs as far as possible in mainstream schools has not been seriously challenged and is the major legacy of the 1981 Act.

Part III of the 1993 Education Act built upon the principles and practices first set out in the 1981 Act. The Act required the Secretary of State to issue a Code of Practice giving practical guidance to local authorities and the governing bodies of all maintained schools on their responsibilities to all children with SEN. The Code's guidance is designed and intended to help schools make effective decisions and, as under the 1981 Act, requires them to make their "best endeavours to make provision for pupils with special educational needs."

All those to whom the Code of Practice applies have a statutory duty to have regard to it; they must not ignore it. The Code recognises that there is a continuum of special educational needs and that such needs are found across the range of ability. The Code also recognises that the continuum of needs should be reflected in a continuum of provision. To help match the special educational provision approach to children's needs, schools and LAs should adopt the new system of SEN support.

6.0 School Philosophy for Children with SEN.

All teachers at Anchorsholme Academy are teachers of special needs pupils.

It is the work of individual teachers reflected in the SEN policy and practice which is of the utmost consequence. The whole school approach relies on Quality First Teaching including a collective and shared responsibility for all the pupils. Class teachers will make provision for delivering the curriculum to all children equally through careful assessment, tracking, curriculum planning and differentiation. The school caters for all children on an equal opportunity basis.

The whole school approach starts from the basic premise that the aims of education are the same for all children. Hence, all children are entitled to the same equal opportunities to study all the subjects that the school offers. The curriculum must be relevant to their lives and take into account the changing society in which they live. It acknowledges the fact that all children have educational needs and that these needs only become 'special' in terms of the provision the school offers, when it is additional to or different from those provided as part of the school's differentiated programme. Intervention should take place in as normal a setting as possible and any form of segregation or discrimination should be avoided.

We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils will be monitored and we will strive to raise standards and ensure inclusive teaching. All staff are made aware of the needs of pupils with disabilities within their teaching groups so that lessons can be planned appropriately for both differentiation and learning & teaching styles. Appropriate equipment and resources are provided for those pupils, drawing upon advice from external professionals if necessary.

7.0 School Policy on SEN

The whole school approach involves pupils, teachers, parents, other professionals, governors and the community in catering for special needs pupils.

A wide range of physical and other extra curricular activities are available to all pupils.

Additional support is provided for transition between phases and from nursery to primary / primary to secondary establishments.

8.0 Working Definition

We at Anchorsholme believe that a child with Special Educational Needs (SEN) is one who has a learning need which prevents or hinders his/her education, or if he/she has a greater difficulty in learning than the majority of pupils his/her age.

We need to be aware that there are many children who have SEN in different areas of our curriculum often on a short term basis. It is not necessarily the same children all the time.

9.0 The Curriculum

It is of paramount importance that the planning and delivery of the curriculum caters for the needs of all pupils. Anchorsholme Academy recognises that the curriculum is the cause and potential cure of the majority of learning difficulties and that a pupil has a learning problem when their educational needs remain unmet, not because they display a low ability. We aim to minimise this mismatch between curriculum and pupils.

All pupils at Anchorsholme Academy share the right to a broad and balanced curriculum following the National Curriculum guidelines. This right applies to all pupils in school regardless of whether or not they are considered to have Special Educational Needs. Each pupil should be given the opportunity to work at an appropriate level and be able to make progress. Curriculum development plans, schemes of work and classroom environments need to be closely aligned with the teaching needs and individual programmes of study of pupils with SEN. Effective liaison between class teachers, the school Special Educational Needs Co-ordinator (SENCo) and TAs/SSAs should ensure this.

It therefore follows that the withdrawal of children from the classroom for SEN work should be kept to a minimum. However, withdrawal on some occasions may be deemed necessary to enable individual tuition and support to be given. This will probably involve skills teaching particularly for reading, writing, spelling and number work. Counselling of a pupil may also be considered a valid reason for withdrawal.

10.0 The Code of Practice

The New Code of Practice adopts a graduated response to learning to encompass a range of strategies. It recognises that there is a continuum of special educational needs that makes use of all available classroom and school resources. However, it may be necessary to bring in specialist help to assist with the difficulties experienced by individual children. The Code sets out a model of action and intervention that is designed to help children towards independent learning. In many cases the action taken will mean that the child's needs are resolved. Additional action may be taken for those children whose progress continues to cause concern.

When a child is identified as having special educational needs the school should provide Early Intervention or, if necessary, a Personalised Provision Plan. These interventions will not usually be steps towards statutory assessment. The interventions are a means of matching special educational provision to the child's needs. This forms part of the continuous process of planning, action and review within the school to enable the children to learn and progress.

10.1 Early Intervention

When a class teacher identifies a child as having special educational needs, the class teacher should provide interventions that are **additional to** or **different from** those provided as part of the school's usual differentiated curriculum.

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

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- shows signs of difficulty in developing literacy and mathematics skills which result in poor attainment in some curriculum areas.
- presents persistent emotional or behavioural difficulties which are not improved by the school's behaviour management techniques.
- 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 class teacher, in consultation with parents, may decide that the child needs extra support to help their progress. To inform the type of help the child needs, the class teacher with the SENCo should collect all the available information about the child, including information from the parents. Further assessment should take place to identify specific areas of difficulty then targets can be set. The child's class teacher should remain responsible for working with the child on a daily basis and for planning and delivering an individual programme. Identified needs and interventions will be recorded on a Provision Map.

10.2 Personalised Provision Plans

If further action/intervention needs to be taken to enable the child to make progress, this should be recorded in a Personalised Provision Plan. This should include:

- the short term targets set for the child (including those identified by the child on the All About Me Profile)
- the teaching strategies to be used
- the provision to be put in place (resources including personnel)
- agreed input from parents and pupil
- when the plan is to be reviewed
- success and/or exit criteria
- outcomes(to be recorded when the PPP is reviewed)

The PPP should only record that which is **additional to** and **different from** the differentiated curriculum plan which is in place as part of the provision for all children. The PPP should be discussed with the child and parents.

10.3 Reviewing Personalised Provision Plans

Plans should be reviewed at least twice a year, but ideally they should be reviewed every term. One of these reviews could coincide with a routine Parents Evening. Parents' views of the child's progress should be sought at these reviews. If appropriate, the child should be present at these reviews and they should be involved in the target setting process. If the child is not present at the review their views should be considered in the discussion. The school has a duty to inform the child's parents that special educational provision is being made for the child because the child has special educational needs.

10.4 Outside Agencies / Specialists

Schools may consult outside agencies/specialists when they take action on behalf of a child that is requiring additional input. This is likely to follow a review of the child's progress in consultation with the SENCo, teachers and parents. However, specialists may also be involved with very early identification and in advising school of effective provision.

External support services can provide advice to teachers on writing new PPPs, provide specialist assessments that can inform planning and give advice on the use of new strategies or resources.

The triggers for a child being placed on a PPP could be that, despite receiving an individualised programme under Early Intervention, the child:

- continues to make little or no progress in specific areas over a long period suggesting cognition and learning difficulties
- continues working at National Curriculum levels substantially below that expected of children 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 the child's own learning or that of the class, despite having an individualised behaviour programme
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause a substantial barrier to learning

10.5 Request for Statutory Assessment

When a school makes a request for statutory assessment, the child must have demonstrated significant cause for concern. The LA will ask for evidence that all strategies and interventions that have been tried with the child have continued for a reasonable time without success and all other relevant and purposeful actions have failed to meet the needs of the child. The LA then makes a decision based on all the evidence collected whether or not to make a formal assessment of the child and whether to issue an EHC Plan.

10.6 Working with children with an EHC Plan

All children with an EHC Plan should have short-term targets and strategies to meet the targets. These will be set out on a PPP which will be reviewed termly. There will also be a more formal annual review to which parents, pupils (if appropriate) and all professionals that are involved with the pupil are invited.

11.0 The Identification of Special Educational Needs

Early identification of pupils with SEN is extremely important and cannot be over emphasised.

At Anchorsholme Academy, pupils who might have Special Educational Needs may be identified by one or more of the following processes:

- a. new intake information, pre-school or transfer documentation
- b. pupils who are subject to an EHC Plan
- c. a diagnosis of physical disabilities which present difficulties for mainstream school
- d. subjective criteria: the pace of their work is much slower (or considerably quicker in the case of the highly intelligent child) than their peers; concern expressed by any member of staff that indicates SEN after scrutiny
- e. basic language skills considerably weaker than those of their peers; a reading age more than twelve months behind their chronological age; difficulty in understanding written or oral instructions of a type common in class lessons; difficulty in expressing meaning either orally or written lessons; difficulty in communicating their feelings/opinions either orally or in a written form
- f. pupils whose work output is not commensurate with their measured potential
- g. National Curriculum attainment levels and SATs
- h. the interpretation of infant rating scales and screening tests
- i. other objective test results completed by the school that indicate Special Educational Needs
- j. pupils experiencing social, emotional and behavioural difficulties.

The early identification of children with SEN can be aided by analysis of the results of:

- a. Foundation Stage year - baseline assessment on entry, phonics checks and ELG grading at the end of the year.
- b. Yr 1 – Phonics Screening Test, Salford Reading & Comprehension Tests and Single Word Spelling Test each term.
- c. Yr 2 - Salford Reading & Comprehension Tests and Single Word Spelling Test each term, SATs.
- d. Yr 3 - Salford Reading & Comprehension Tests and Single Word Spelling Test each term.
- e. Y 4 – Salford Reading & Comprehension Tests and Single Word Spelling Test each term.
- f. Yr 5 - Salford Reading & Comprehension Tests and Single Word Spelling Test each term.
- g. Yr 6 - Salford Reading & Comprehension Tests and Single Word Spelling Test each term, SATs.

Continuous assessments such as formal writing, Numeracy APP, Pira reading, spellings, mental maths/tables alongside weekly marking will also be carried out by class teachers who will collect evidence related to all pupils. This data is recorded on ZAPP, constantly analysed and used to inform planning, differentiation and to identify necessary interventions. All information is passed onto subsequent class teachers so the child's attainment can be tracked throughout the school.

Additional diagnostic tests available in school include:

- PhAB
- BPVS
- Dyslexia Early Screening Test, Dyslexia Screening Test – Junior
- Dyscalculia Assessment
- Quest Resources - Screening & Diagnostic Tests
- Aston Index
- Neale Analysis
- NFER Diagnostic Spelling Test

12.0 Communication of Information

Information about SEN pupils is vital if staff are to meet their needs. The school recognises the rights of pupils and their parents when dealing with information that is very often of a sensitive nature and the need for confidentiality should therefore be respected. **The school recognises the need to minimise labelling and the importance of avoiding stigmatising pupils.**

To enable children with SEN to receive the maximum benefit from the support they receive, close links will be fostered between the parent, the teacher, the SENCO and any outside agency involved with the child.

13.0 Complaints Procedure

Parents having any complaint regarding the special educational needs provision within the school are asked to discuss the matter with the school SENCO or the Headteacher. If they are still unhappy, the Governor with responsibility for Special Educational Needs will be asked to investigate. If the matter remains unresolved, the complaint panel of the governing body will be asked to examine the complaint and the matter will also be referred to the Principal Special Educational Needs Officer.

14.0 Special Educational Needs & Outside Agencies

Anchorsholme Academy welcomes and values the role of outside agencies and will continue to liaise with and develop a co-ordinated and co-operative approach to enhance the quality of service for all SEN pupils.

The school will seek to ensure the provision of appropriate access, accommodation, resources and support staff.

The school will strive to provide clear lines of communication and consultation which will include planning meetings, PPP and EHC Plan reviews and specific liaison periods. The SENCo, together with the Headteacher will ensure that Anchorsholme Academy staff are aware of the work of external agencies. The outside agencies currently operating in school are:

The Schools' Psychological Service

Besides the work needed to complete an assessment and statutory work related to the Code of Practice, the Schools' Psychological Service provides help and advice to the school. The school receives a set time per term from the Educational Psychologist for planning and in depth work around pupils and their family plus that, funded by the MAT, for staff training and consultation advice around lesser issues relating to specific pupils. The forthcoming additional psychology service time purchased will provide closer links and a more structured approach to the support and advice available for individual children exhibiting social, emotional and mental health difficulties.

Speech Therapy Service

A number of pupils from Anchorsholme Academy access the NHS service and we have access to therapists who can provide training and support to school. A private company, The Language Tree, has assessed and provided strategies for identified pupils and some intensive 1-1 work.

Blackpool Special Educational Needs Officer

Staff working for the area office are based at Blackpool Football Club. The Special Educational Needs Officer drafts EHC Plans.

Advice and support is offered to the school by the LA through the SENDO that has been designated to the school

Other Agencies

Anchorsholme Academy also has links with Blackpool SEND Information, Advice & Support Service, CAMHS, Clinical Psychologist, ADHD nurse, Blenheim House Child Development Centre, Park Community Academy, The Complex Learning Difficulties Team, The Hearing Impaired and Visual Impaired Team, Educational Diversity Outreach Team, NHS (School doctor, school nurse and SALT) and the Pupil Welfare Officer.

15.0 Responsibilities

SENCo

- Overseeing the day to day operation of the school's SEN policy and ensuring that the school keeps a record of all children with SEN up to date
- Advising on a graduated approach to providing SEN support
- Co-ordinating provision for children with special education needs
- Being the key point of contact with external agencies, especially the LA and LA support services
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with the DT where a LAC has SEN and ensuring a PEP is in place
- Liaising with and advising fellow teachers and potential next providers of education
- Managing teaching assistants
- Overseeing the records of all children with special educational needs
- Liaising with parents of children with special educational needs
- Contributing to in-service training of staff
- Liaising with external agencies including Early Years Providers, other schools, the LA's support and educational psychology services, health and social services and independent or voluntary bodies.
- Working with the Headteacher and school governors so that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Teachers

- Identify children with Special Educational Needs by providing evidence of progress and needs.
- Will use a variety of teaching styles to address the learning needs of SEN pupils
- Liaising with parents to discuss the progress and needs of children with SEN
- Refer SEN pupils to SENCo
- Liaise closely with SENCo
- Attend termly review meetings with parents, child and SENCo
- Monitor and track progress closely and provide evidence.
- Ensure targets and strategies identified on the children's PPP's are fulfilled.

Parents

- Parents should be informed of child's progress and areas of concern as soon as possible
- They should be advised how they can best help their child and the actions to be taken in school
- Be aware of the importance of their contribution in deciding upon the best course of action
- Attend Parents' Evenings and liaise closely with class teacher
- Be involved in the termly reviews so they are well informed as to the progress their child is making
- Be proactive in providing appropriate support at home
- Have the right to request a needs assessment for an EHC Plan

16.0 Resources

Planned Expenditure

The SENCo is paid at U3; this will be part funded from the SEN budget. The governors have seconded an HLTA to work full time in a learning/SENCo support role. This post is in addition to the normal school establishment and is funded, in part, from the SEN budget.

The school should ensure that the SENCo has sufficient time and resources to carry out their role.

An annual allocation to the SEN department for educational equipment and resources comes directly from the SEN and school budget.

Pupil Premium/Disadvantaged Children monies are used to purchase support and resources for SALT, SSA support, Linden Centre counsellor, Clinical Psychologist, resources for the SEN department including colour coded reading books for pupils unable to benefit from the school reading scheme; purchased to maintain a high interest level while containing a low reading level. They also provide continuity and progression.

17.0 Teaching Arrangements

All children are taught in mixed ability classes of around 30 pupils.

In-class TA support is provided throughout the school and Y6 have booster classes to help meet the needs of the pupils. A Learning Mentor works full time in KS2 to provide support for vulnerable pupils and those with emotional, social and mental health issues.

18.0 In-Service Training

The SENCo will attend all appropriate in-service courses organised by the LA and will liaise closely with the Principal Special Educational Needs Officer. SEN INSET training days and informal school-based twilight meetings will be held regularly to keep staff in school informed.

Teachers and TAs will receive training to address a range of learning needs and disabilities. Opportunities are provided for peer observations to gain expertise and enhance knowledge and skills.

SLT and SENCo will assess and evaluate the effectiveness of the training provision and its impact on the education and progress of SEN pupils.

19.0 Evaluation and Review

The school's SEND policy will be regularly reviewed and updated by the SENCo with the help of the Headteacher and SENCo support. The policy will be discussed with the SENDO and other interested outside agencies. The SENCo will also attend all LA organised SENCo and cluster liaison meetings.

The governors will discuss the SEND policy on an annual basis and a report to parents will be included as part of the governor's annual report to parents.

The criteria for the success of the policy will be the ability of the school to meet the needs of all the pupils and to provide effective teaching and learning in every area of the curriculum. Performance indicators will include pupil assessment, feedback from pupils, parents and governors and reports from outside agencies including OFSTED.

Further details are available on the school website under the heading School Offer.

Additional information about Blackpool's SEND Policy can be obtained from the LA website under the heading Local Offer.