

Special Educational Needs Policy

Date	04/01/2016
Version	1.0
Author	Annually
Review date	03/01/2016

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1 Introduction

- 1.1 The Sovereign Trust provides a broad and balanced curriculum for all children. The educational provision reflects the individual's strengths and needs which are broad and diverse. The pupils work towards and within the Foundation Stage Curriculum and the National Curriculum which are differentiated to reflect the child's needs. Strategies are employed to take account of the child's style and pace of learning. All children are enabled to participate effectively in learning and assessment activities by the removal of barriers to learning as far as possible. The Trust caters for children from the Early Years Foundation Stage through to +16 young people with a variety of special needs.
- 1.2 The staff at each academy work within a multi-disciplinary team to meet the needs of the pupils. This includes Teachers, Special Teaching Assistants and others professional such as: a Physiotherapist, an Occupational Therapist, Speech and Language Therapists, a School Nurse, an Educational Psychologist and the Peripatetic Services for pupils with sensory impairments. We always work very closely with the parents/carers of our pupils.

2 Aims and objectives

- 2.1 The aims of this policy are:
- to create an environment that meets the special educational needs of each child;
 - to endeavour to remove barriers to pupils' learning;
 - to ensure that the special educational needs of children are identified, assessed and provided for;
 - to make clear the expectations of all partners in the process;
 - to identify the roles and responsibilities of staff in providing for children's special educational needs;
 - to ensure that parents are fully informed and are able to support their child's education;
 - to promote quality of opportunity for all pupils (refer to section on educational inclusion).
 - To ensure that all learners' individual and special needs are met effectively so that they receive their educational entitlement and given equal access to a broad, balanced and relevant curriculum.
 - To ensure that provision for learners with individual and special needs is central to curriculum planning. Teaching and learning will be differentiated appropriately so that learners may achieve high standards and make good progress for their abilities.
 - To recognize and record pupils' strengths and successes to encourage a positive self image.
 - To ensure that staff with management responsibility, and individual members of staff, accept responsibility for the planning, organisation, and provision of appropriate educational materials and resources for pupils with individual and special needs.

3 Definition

3.1 Children with special educational needs have learning difficulties that require special provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the LEA, or
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

3.2 Special educational provision means:

- a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.
- b) For children under two, educational provision of any kind.

Ref Education Act 1996 Section 312.

4 Primary Admissions

- 4.1 The Education Department refers children for admission to the relevant academy following recommendations by the Moderating Panel or by the Multi- Professional Advisory Panel (MAP). The Moderating Panel meets monthly and comprises of the Statementing Officer, Educational Psychologist and representatives from the primary special schools, Pre-School Service and Health Authority. The request for admission will either be for a twelve week assessment period or will be the result of previous assessments which have resulted in the issuing of a Statement of special educational needs which recommends a placement at Pictor, following full consultation with parents and professionals.
- 4.2 When a recommendation for a child to come to Pictor is received by the Head teacher, the parents and child are invited to visit the school. Admission normally follows as soon as it practicable, depending on available places and the wishes of the parents.
- 4.3 Placements for children of pre-school age are arranged on a sessional basis in consultation with the parents and the staff, building up to 5 half day sessions. School age children are admitted on a full time basis but may be offered a “settling in” period on a sessional basis if this is thought to be in the best interest of the child.

5 Inclusion Guidance

The SEN and Disability Act 2001 amends the Education Act 1996 and strengthens the right to mainstream education for children who have statements and it seeks to enable more pupils who have SEN to be included successfully within mainstream education. The change clearly signals that where parents want a mainstream education for their child everything possible should be done to provide it. Equally where parents want a special school place their wishes should be taken into account. The new framework for inclusion requires that:

- pupils with special educational needs, but without a statement, must be educated in mainstream schools except in exceptional circumstances;
- pupils who have a statement must be educated in a mainstream school unless this is against the wishes of the child's parents or is incompatible with the provision of efficient education for other children.

6 Principles of the Code of Practice

- Children with SEN should have their needs met.
- The SEN of children will normally be met in mainstream schools or early education settings.
- The views of the child should be sought and taken into account.
- Parents have a vital role to play in supporting their child's education.
- Children with SEN should be offered full access to a broad, balanced and relevant education including an appropriate curriculum for the Foundation stage and The National Curriculum.

(Procedural Guidance to Schools 2010)

7 Transport

Arrangements for transport are organised by the Education Department (SEN) and Trafford Transport Provision (T.T.P.), if parents wish their child to be transported to and from school. This applies to children who live more than two miles from the academy they attend or those who may live under two miles away but have a physical disability.

8 Educational Inclusion within The Sovereign Trust

8.1 We aim to offer excellence and choice to all our children, whatever their ability and needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different ages
- need a range of different teaching approaches and experiences

8.2 Staff respond to children's needs by:

- Differentiating the curriculum and its delivery, ensuring that the children understand the relevance and purpose of learning activities
- Enabling children to experience success and achievement
- Using a range of strategies to meet children's individual needs. Providing lessons which have clear learning objectives and using assessment to inform the next stage of learning
- Writing Individual Education Plans, which employ a small steps approach of finely graded targets and attainments. These are shared with parents and take into account parent's views.
- Writing Individual Behaviour Plans to support children in adapting their behaviour to enable access to learning activities effectively and safely
- Planning to develop children's understanding through the use of all available senses and experiences
- Planning for children's full participation in learning, and in physical and practical activities
- Reviewing Individual programmes at least termly

9 Educational Inclusion within Mainstream Schools/Academies

If it is believed that a pupil would benefit from a mainstream placement, a programme of inclusion is established, in agreement with parents and staff from the “host” school.

This includes sessional, supported placements in the pupil’s local mainstream school. These sessions will be assessed and if appropriate the sessions will be increased to include some opportunities for the pupil to attend the school independently.

10 Identification and Assessment

- 10.1 Children referred to one of the academies for formal assessment will normally have passed through the initial stages of a graduated response as suggested by the Code of Practice either within a nursery/school environment or through the involvement of one of the support services if the child is under school age. In addition, a child may be referred directly from the Health Authority to the LA who would then consider the most appropriate placement.
- 10.2 The information provided by the records of the initial involvement will form the basis of our assessment along with discussions with the parents. A multi-disciplinary team will be involved with the assessment and will liaise with parents to gain an overall view of the child.
- 10.3 Assessment will be carried out within a variety of settings, individual and small group teaching using the School Curriculum, the Foundation Stage Curriculum and the National Curriculum as appropriate. Various developmental and diagnostic schemes are used according to the age and need of the child.
- 10.4 At the end of the assessment period which is usually 12 weeks, the LA make a request to school for their professional evidence comprising a full and detailed report on developmental levels, levels of attainment, areas of strength, areas for development and recommendations regarding the type of provision required to meet the child’s needs. All other involved professionals, including the Educational Psychologist will also submit reports. The views of the parents will also be sought and information will be shared.
- 10.5 Following the period of assessment the LA may decide to issue a Statement of Special Educational Needs. A statement is a document which describes the child’s special educational and non-educational needs. It also states how these needs will be met. The LA will recommend that a statement be issued if the child requires additional support over and above that which can reasonably be provided within the resources normally available in mainstream schools. The first statement which is sent to parents and schools is a proposed or draft statement. Parents must be informed at this stage that if they are in disagreement with the statement:
 - a) They have 15 days to make representations to the LA to request a meeting with an officer of the LA to discuss the contents of the statement
 - b) Within 15 days of meeting an officer, the parents may make further representations or, if they disagree with any part of the assessment, require further meetings to be arranged with appropriate people in the LEA to discuss the advice given
 - c) Within a final 15 days from the last meeting the parents can make further comments to the LEA

Parents must also be informed of the availability of Parent Partnership service. (Code of practice P114 section 8:105)

11 Annual Reviews

The LA is responsible for maintaining pupils' statements of SEN and the school must make arrangements to review each child's statement at least annually in order to ensure that it still reflects the child's needs.

The annual review considers the progress made and sets targets for the following year. Parents receive a copy of the report prior to the meeting and are asked to submit their views. Following the recommendations of the annual review, the LA will decide whether they should make any changes to the statement and to the provision required to meet the child's needs.

The annual review should aim:

- To assess the child's progress towards meeting the objectives specified in the statement and to collate information as necessary to support the child. Following the first annual review, the child's progress towards meeting the targets identified in the child's Long Term Individual Education Programme will be assessed.
- To review the special provision made for the child, including the appropriateness of any special equipment provided, within the context of the National or Foundation Stage curriculum. Reports should be provided stating the child's current level of attainment. An indication should also be given of any modifications or disapplication of the National Curriculum.
- To consider the appropriateness of the statement in the light of the child's attainment over the previous year and to consider the continuing appropriateness of the provision
- To consider if it is still necessary to maintain a statement and if so to set new targets for the coming year (Code of Practice P122 Section 9:7)

12 Partnership with Parents

12.1 We work closely with parents, liaising and having on-going dialogue in support of their child. Partnership with parents plays a key role in promoting a culture of co-operation between parents, school, other professionals and the LA. Parents are provided with copies of IEPs and behaviour support plans and are given the opportunity to discuss them.

12.2 All parents of children with special educational needs should be treated as partners. They should be supported so as to be able and empowered to:

- Recognise and fulfil their responsibility as parents and play an active and valued role in their children's education
- Have knowledge of their child's entitlement with the SEN framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision

(Code of Practice 581/2001 Section 2:2)

13 Staff and Partnership with Outside Bodies

- Staff receive on-going training from a variety of sources: Trafford LA, neighbouring LAs, visiting speakers, education consultants, medical staff, and through the dissemination of information by staff who have attended courses on an individual basis
- Specialist educational support services come into school to work with individual pupils and to advise staff on relevant approaches and strategies e.g. The sensory support service.
- Parents are encouraged to play an active part in school life either through helping in the classes, or through involvement with our Parent, Staff and Friends Association. We have parent representatives on our Board of Trustee and Advisory Committees.
- We encourage links with other schools and currently have associations with a number of schools. As children leave the Academies, the transition is handled sensitively with opportunities for visits and support from staff

The Trust has on-going professional links with health, social and education welfare services in order to meet the pupils' needs.

14 The Role of the Board of Trustee

- 14.1 The Board of Trustee has due regard to the Code of Practice for SEN when carrying out its duties
- 14.2 The Board of Trustee will endeavour to secure any additional provision that is required to meet the identified needs of the children at The Sovereign Trust
- 14.3 The Trust report annually to parents on the success of the school's policy on SEN
- 14.4 The Board of Trustee has identified a Trustee to have specific responsibility for SEN provision and policy

15 Complaints Procedure

We work in close partnership with parents and encourage good relations. However, if a parent has a complaint which they feel has not been adequately dealt with by the Head teacher, we have a complaints policy which outlines the necessary procedures for parents to follow. A copy of this is readily available in the academies or on the trust website.