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**Date: September 2023**

**Review Date: September 2024**

## **GREAT PARK ACADEMY SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

**At Great Park Academy, the Special Educational Needs Co-ordinator is Denise Waugh. Ashlee Bottley supports the SENCO in the role of the Learning Support Lead.**

**The Local Authority Governors with responsibility for Special Educational Needs, for Great Park Academy are Gill Milne and Elizabeth O'Mahony.**

### **INTRODUCTION**

This policy replaces all of our previous SEN policies. It relates to children with special educational needs (SEN) and disabled children and young people.

This policy takes into account legislation relating to SEN and disabilities including:

- Part 3 of the Children and Families Act (2014)
- The Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014)
- The Special and Educational Needs and Disability Regulations (2014)
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations
- The Other setting out transitional arrangements
- Equality Act (2010)
- The Mental Capacity Act (2005)
- Keeping children safe in education (2016)
- Supporting Pupils at School with Medical Conditions (2014)

Gosforth Junior High Academy fully recognises its responsibilities relating Special Educational Needs and Disability.

**There are three main elements to our policy:**

**1. Great Park Academy arrangements:**

Including:

- Definition, principles and objectives
- Roles and responsibilities
- Co-ordinating and managing provision
- Admissions arrangements
- Specialisms and specialist facilities

**2. Identification, assessment and provision**

Includes:

- Access to facilities and provision
- Allocation of resources
- Access to the curriculum
- Medical conditions

- Identification, assessment, planning and review arrangements
- Evaluating success

### **3. Partnership within and beyond the Gosforth Group**

Includes:

- Partnership with parents/carers
- Pupil participation
- Links with external agencies and support services
- Links with other schools and transition arrangements
- Staff development

### **4. Complaints**

#### **1. GREAT PARK ACADEMY ARRANGEMENTS**

##### **Definition, principles and objectives**

###### **Definition**

“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 him or her.

A child of compulsory school age or a young person has a learning difficulty or a disability if they:

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

...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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

...Many children and young people who have SEN may have a disability under the Equality Act (2010) – that is ‘... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relative low threshold and includes more children than many realise; ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions do not necessarily have SEN but there is a significant overlap between disabled children and young people, and those with SEN. Where a disabled child or young person requires special educational provision, they will be covered by the SEN definition.” (See Special Educational Needs and Disability Code of Practice: 0 to 25 years).

###### **Principles**

At Great Park Academy, we believe that each child is an individual and, as such, has unique strengths, talents and needs. To achieve their full potential, some children require additional support, and we recognise this and plan accordingly. Some children may require continuous help

through their time in school whereas others may need support for a short period to help overcome more temporary barriers to their learning. Great Park Academy aims to provide all children with strategies for dealing with their needs in a supportive environment, and to give them access to a broad, balanced and relevant education. Our fundamental principles recognise that:

- All children should have their individual needs met.
- The views of individual children should be sought and taken into account.
- All children should have equal opportunities to take part in all aspects of Great Park Academy's provision, as far as is appropriate.
- A close partnership, with parents/carers who play an active and valued role in their children's education, is vital.
- All children, whatever their special educational need, should receive appropriate educational provision, through a broad and balanced curriculum, which is relevant and differentiated, and which demonstrates coherence and progression in learning.

## **Objectives**

Our objectives in this policy are:-

- To identify and monitor children's individual needs, at the earliest possible stage, so that appropriate provision can be made and achievement raised.
- To plan an effective curriculum to meet the needs of children with special educational needs, ensuring that the targets set are specific, measurable, achievable, realistic and time-related.
- To involve children and parents/carers in the identification and reviewing of targets set.
- To raise the self-esteem of children with special educational needs, acknowledging the progress they have made.
- To ensure that all children make good progress with a continuous cycle of planning, teaching, assessment and reviewing, which takes account of the wide range of abilities and interests of the children, being central to the work of every class and every subject.
- To work collaboratively with children, parents/carers, other professional and support services including the Educational Psychology Service, Health Service and Social Care.
- To recognise that provision for children, with SEN, requires a whole-school approach. In addition to the Trustees, Local Authority Governors, SLT and SENCO, all other members of teaching and support staff have responsibility for all children. All teachers are teachers of children with special educational needs.

## **Roles and Responsibilities**

### **Chief Executive Officer, Trustees and Local Advisory Group's Role**

The Trustees, Local Advisory Group of Great Park Academy, and Chief Executive Officer of Gosforth Group will:

- Strive to ensure that the necessary provision is made for any child with special educational needs.
- Ensure that staff are aware of the importance of identifying and providing for children with special educational needs.
- Consult the LA and the governing bodies of other schools, when it seems necessary or desirable, in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that children with special educational needs join in the activities of Great Park Academy together with children who do not have special educational needs, so far as it is reasonably practicable. These activities will be compatible with the children receiving the

special educational provision their learning needs call for, the effective education of those with whom they are being educated, and the efficient use of resources.

- Report to parents/carers on the implementation of the Academy's policy for children with special educational needs and/or disability.
- Have regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014) when carrying out duties toward all children with special educational needs and/or disability.
- Ensure that parents/carers are notified of a decision by Great Park Academy that SEN provision is being made for their child.

The Trustees and Local Advisory Group play an important role in ensuring that:

- They are fully involved in developing and monitoring Great Park Academy's SEN policy.
- They are up-to-date and knowledgeable about the SEN provision, including how funding, equipment, and human resources are deployed.
- SEN provision is an integral part of the School Improvement Plan.
- The quality of SEN provision is continually monitored.

In addition, as part of the Special Education Needs and Disability Regulations (2014), the Local Advisory Group will take any necessary action to ensure that it does not discriminate against disabled children.

### **Principal's Role (Great Park Academy)**

The Principal has responsibility for:

- Leadership and management of all aspects of the school's work, including provision for children with special educational needs.
- Keeping the Trustees and Local Advisory Group informed about SEN issues.
- Working closely with the SENCO and Learning Support Lead.
- The deployment of all special educational needs personnel within the school.
- Monitoring and reporting to the Trustees and Local Authority Group about the implementation of the Academy's SEN policy.

### **The Role of the SENCO and the Learning Support Lead:**

The SENCO and the Learning Support Lead are responsible for co-ordinating the provision of special educational needs throughout the Academy. This includes:

- Overseeing the day-to-day operation of the SEN policy.
- Providing leadership, advice and support to staff in the area of special educational needs.
- Working alongside staff to assist them in assessing, identifying and planning for SEN and ensuring that SEN children make progress.
- Assisting in the monitoring and evaluation of the progress of children with SEN, through use of existing school assessment information, e.g. regular Progress Assessments, close liaison with subject/class teachers, external examinations, SIMS, Tracker and SISRA data etc.
- Overseeing and maintaining specific resources for special educational needs.

- Liaising with external agencies and providing a link between these agencies, class/subject teachers and parents/carers.
- Contributing to and, where necessary, leading the in-service training of staff.
- Monitoring, evaluating and reporting on the provision for children with SEN to the Trustees, in conjunction with the Local Authority Group members for SEN.
- Management and update of the SEN register and SEN records – including the dissemination of relevant information, regarding individual children, to staff.
- Ensuring that children, identified with SEN, are listed on the SEN register, on the T-Drive of the Academy’s computer system and on SIMS.
- Co-ordinating Examination Access Arrangements for SEN children during external examinations and internal assessments.
- Carrying out detailed assessments and observations of children with learning difficulties and special educational needs.
- Liaising effectively with HLTAs and Learning Support Assistants.
- Liaising with the SENCOs in feeder First, High and primary schools, to ensure a smooth transition for SEN children from one school to another.
- Liaising with the Designated Teacher where a Looked After Child has SEN.
- Leading SEN Reviews and managing all the statutory documentation relating to special educational needs.
- Liaising with parents/carers of children with special educational needs, in conjunction with class/subject teachers, so that they are aware of the strategies being used and encouraging them to be partners in the process.

**Class/subject teachers** are responsible for SEN provision within the classroom and for providing an appropriately differentiated and inclusive curriculum. The first step in responding to an individual’s identified need to ensure that high-quality teaching, differentiated and personalised, is in place. Class and subject teachers retain responsibility for the progress of individuals and are at the centre of planning SEN provision with the SENCO and any specialist staff involved with the child and young person. This includes the provision for looked after children.

The **HLTAs** and **Learning Support Assistants** work as part of the team alongside the SENCO and the teachers. They support the individual needs of children with SEN and help with their inclusion within the classroom, in small intervention groups and through one-to-one support. They plan an important role in implementing personalised provision and in monitoring progress. They contribute to review meetings and help children with SEN to gain access to a broad and balanced curriculum. They are also available to provide educational and emotional support to our looked after children.

### **Co-ordinating and Managing Provision**

At Great Park Academy:-

- Sharing of expertise is welcomed and encouraged.
- Special educational needs provision is a whole school responsibility.
- There is a daily informal contact between all staff to minor individuals and to discuss concerns.
- Children, and parents and carers, are involved, as far as it is practical, in discussions regarding targets, provision and progress.

### **Admission arrangements**

- Normal admission arrangements apply (see Admissions Policy). We strive to be a fully inclusive school.
- All children will be treated according to their needs in line with Great Park Academy's policy for equality of opportunity.
- No child or young person will be denied admission because of his or her creed, race, physical ability or academic attainment.
- Where a child or young person has a particular need e.g. wheelchair access, the Trustees and Local Advisory Group will make reasonable adjustments to ensure that these individual needs are fully met.

Any variation to the above will need to be agreed by the Trustees and Local Advisory Group.

### **Specialisms and specialist facilities**

At Great Park Academy:

- All teaching staff are able to teach students with SEN. Additional training for teachers and Learning Support Assistants is made available when necessary and appropriate, particularly in training to meet the specific needs of an individual student.
- Differentiated resources are used to ensure access to the curriculum and are easily accessible in classrooms.
- All staff are kept well informed about the strategies needed to manage individual SEN needs effectively and we try to ensure that other children understand these needs and respond with sensitivity.
- SEN support aims to encourage as much independence as possible within a safe and caring environment.
- We have access to the expertise of LA services and other agencies if, and when, required.
- The Local Advisory Group endeavour to ensure that the environment of the school is such that, as far as is practically possible, children with disabilities can participate in the full curriculum.

## **2. IDENTIFICATION, ASSESSMENT AND PROVISION**

### **Access to Facilities and Provision**

Please refer to Great Park Academy's Accessibility Plan, which outlines how we:

- Increase access to the curriculum for children with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information for children.

### **Allocation of Resources**

Most of the resources used by children with special educational needs are available within the classrooms. Learning Support Assistants may be targeted to work with identified children, under the guidance of a teacher, and in consultation with the SENCO. The SEN budget is spent on resources and

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staffing costs which are allocated to support the SEN children and to meet the objectives of this policy. Great Park Academy will use a range of funding, including the national SEN budget and, where applicable, pupil premium to provide high quality support for children with SEN. Occasionally, children may be allocated further funding which enables them to receive increased individualised support. An EHC Plan determines the level and type of support appropriate to those students.

### **Access to the Curriculum**

The broad and balanced curriculum is differentiated to enable all children to access the learning. Teachers have high expectations for all children and, through planning and teaching, they provide suitable learning objectives, meet the diverse range of learning needs, and remove barriers to learning. Children with SEN are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of all children but, in order to maximise learning, some children are withdrawn individually and/or in small groups, to participate in targeted, time-limited interventions which are planned to meet particular needs. Removing students from classes for interventions is avoided as much as possible to avoid students missing subjects which they enjoy and have less teaching time in. Children with SEN are actively encouraged and supported to join in and benefit from additional activities and clubs, in addition to any wider community activities.

### **Medical Conditions**

Great Park Academy follows the recommendations of the Children and Families Act (2014) with regard to arrangements for children with medical conditions. Where a child or young person also has SEN, their provision will be planned and delivered in a co-ordinated way with their healthcare plan.

### **Arrangements for pupils who are looked after by the Local Authority**

Great Park Academy will follow the statutory guidance on supporting pupils who are in local authority care as set out by the Department for Education. The LAC Coordinator and SENCO will work collaboratively to ensure that SEN provision matches the pupils' individual needs. Where a student has an EHC Plan, individual needs, targets and provision will also be discussed with the Care Plan and Personal Education Plan (PEP).

### **Identification, Assessment, Planning and Review Arrangements**

Great Park Academy follow the graduated approach of assess, plan do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice, for all children, and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils' (Teachers' Standards, 2012). School assessment data, teacher judgements and, where appropriate, assessments from outside agencies, are used to identify children who require additional and different provision. The following are **not** SEN but may impact on progress and attainment: disability; attendance and punctuality; health and welfare; English as an Additional Language (EAL); receipt of pupil premium; being a Looked After Child; being a child of service personnel. Although a student may not have an SEN diagnosis, pupil passport may be generated to ensure students are monitored and have additional needs met by staff. This often will enable students to access the curriculum while assessments or diagnoses are pending.

### **SEN Support – Four Part cycle (Assess, Plan, Do, Review)**

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school. Regular progress and review meetings support the early



identification of children who may have SEN. When concerns are identified, they are then discussed with the SENCO and appropriate action is then taken.

### **Assess**

The class or subject teacher, working with the SENCO, will carry out a clear analysis of a child's needs. This assessment will be reviewed regularly and, where appropriate, professionals will help to inform the assessment. Parents and carers, and previous education settings, may be asked to contribute to this process.

### **Plan**

Parents/carers will be formally notified if their child is to be placed on the SEN Register at 'SEN Support'. Adjustments to provision, interventions and support will be agreed with the staff, the child or young person, and parents/carers, and a record of this planning is made. The plan for provision is recorded on a pupil profile which is then shared amongst school staff to ensure provision can be placed effectively throughout the school.

### **Do**

The class or subject teacher will remain responsible for working with the child or young person on a daily basis and retain responsibility for their progress and outcomes. The class or subject teacher will plan and assess the impact of support and interventions with any LSAs or specialist staff involved. The SENCO and the Learning Support Lead will support this process.

### **Review**

The effectiveness of the support and interventions and their impact on the child or young person's progress will be reviewed on an agreed date. Regular reviews will be held with parents/carers and the class or subject teacher, working with the SENCO or Learning Support Lead, will revise the support in light of the child or young person's progress. If the child or young person does not make the expected progress, over a sustained period of time, the SENCO will consider involving specialists (e.g. Educational Psychology Service, School Health, School Improvement Service (SIS) SEN Support, SEN Teaching and Support Service (SENTASS) and, when appropriate, Social Care and the Looked After Children Team etc.).

### **Education, Health and Care Plans**

Where relevant and purposeful action has been taken to identify, assess, and meet the SEN of a child or young person, but a child has not made sufficient or expected progress, then the SENCO or Learning Support Lead and/or parents will consider requesting an Education, Health and Care assessment. The SENCO or Learning Support Lead will provide the Local Authority with evidence of the action taken as part of the SEN support. This may or may not result in the issuing of an Education, Health and Care Plan, which entitles the child or young person to additional support, as prescribed in the plan, to support them in meeting identified outcomes.

### **Managing and reviewing provision for students with SEND**

All teachers at Great Park Academy are accountable for the progress of pupils with SEN. Provision for students with SEN is managed by the SENCO and the Learning Support Lead. At Great Park Academy, all teachers are able to teach pupils with SEN. In addition:



- Training is made available throughout the year to all staff within Great Park Academy
- Bespoke training is organised where there has been a need identified
- Information about individual needs is shared with all teaching and support staff via the SEN register and pupil passports; this register contains detailed information about the child's individual needs and strategies used to support them.
- All new staff are inducted on SEN, which includes a focus on quality first teaching.
- An annual report will be made available to the Local Authority Group on the effectiveness of SEN provision.
- Teacher data, teacher referrals and standardised assessment data will be used to inform students identified for intervention.

### **Evaluating the effectiveness of provision**

- All students with SEN will be supported to make progress, which is monitored through classroom data entry, staff observations, assessment data and SENCO monitoring.
- The SENCO will liaise with Teaching and Learning Leaders (TALLs) to identify students who require support and intervention.
- The impact of targeted intervention will be assessed and monitored by the SENCO.
- The impact of quality first teaching will be assessed by the SENCO through: data entry, staff voice, SEN reviews, pupil voice and lesson observations, where necessary.
- Children will be involved in discussing and reviewing their provision and outcomes.
- The SENCO also completes a department development plan, annually, and reviews this regularly with the Senior Leadership Team (SLT).

### **Further details regarding provision for children with SEN can be found in the SEN Information document.**

This document can be found on the Great Park Academy website. It outlines the provision made for all children with SEN, within the four broad areas of need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; Sensory and/or Physical. Some children may have needs which span several areas.

### **Evaluating the success of our policy**

This policy will be evaluated against the objectives previously stated and measured by the following:

- Teachers' planning reflecting the learning objectives for children with special educational needs.
- Parents/carers being aware of individual targets/outcomes for SEN children.
- Children being involved in discussing, contributing to and reviewing their individual targets/outcomes.
- Progress being monitored closely to ensure that children progress through specific, measurable, achievable, realistic, time-bound targets (SMART).
- Overall analysis of progress tracking data and assessment results in addition to pre and post assessments for those SEN children who are withdrawn for targeted interventions in specific areas.
- Ensuring that external agencies, where appropriate, are fully informed and involved.
- Formative assessment (e.g. through observations and work scrutiny).
- Value-added data for children on the SEN Register.
- Monitoring of procedures and practice, by the SEN Local Advisory Group members and SENCO.

- The number of children identified on the SEN Register.
- Academy self-evaluation.
- Any external evaluation, or inspection, which also enables us to evaluate the success of our provision.

#### Success Criteria:

- All planning will reflect identified individual needs.
- Identified children will reach their expected target, as judged through objective testing and/or teacher's professional judgement, and/or no longer needing additional support.
- Parents/carers, children and external agencies will be fully involved in the support process.
- All SEN children will make significant progress.
- All SEN children will enjoy school and achieve success.

### **3. PARTNERSHIP WITHIN AND BEYOND GREAT PARK ACADEMY**

#### **Partnership with Parents/Carers**

Parents/Carers are important partners, in the effective working relationship with Great Park Academy, in raising their child's achievement. They are fully involved in the identification, assessment and decision-making process and they are encouraged to discuss any concerns with class/subject teachers/SENCO as they arise. Parent/carer contributions, regarding their child's education, are valued highly by the staff at Great Park Academy. Interpreters are arranged for parents/carers who require translation during meetings; written information is in accessible formats; sufficient notice is given, for meetings, to enable preparation and planning time for parents/carers. The Special Educational Needs Information and Advice Service (SENDIASS) is also used by parents/carers for further support and guidance. Parents/carers will be regularly updated with relevant information and will be consulted before outside agencies become involved. The Early Help Plan (EHP) is used to co-ordinate support for children and their families who have a range of needs.

#### **Pupil Participation**

We show sensitivity, honest and mutual respect in encouraging children to share their views and we value their contributions. Children are involved in the decision-making process, whenever possible, and are supported in order to do so. Confident children, who know their opinions will be valued and who can practise making choices, will be more secure and effective pupils during their school years. At Great Park Academy, we help children to participate in their learning by encouraging them to discuss targets and steps for improvement.

#### **Links with external agencies and support services**

Close links are maintained with the LA support services to ensure that Great Park Academy makes appropriate provision for children with special educational needs. When it is necessary to contact external agencies, the SENCO will make the arrangements and consult with parents/carers accordingly. These agencies normally include:

- Educational Psychologists
- Special Educational Needs Teaching and Support Service
- School Health/National Health Service
  
- Educational Welfare Service
- Children and Young People's Service

- Social Care

### **Links with other schools and transition arrangements**

At Great Park Academy, links are maintained to ensure a smooth transfer, on school entry, through liaison and visits to local First Schools. Children are invited to Great Park Academy for induction visits in the term before the start school and, if necessary, the school liaises with other agencies at this stage. Additional visits are scheduled for students who are identified as needing extra support during transition (particularly those with SEN). Children transferring, mid-year, are offered visits and their SEN information is sought from their previous school to ensure a smooth transition.

If a child or young person, with SEN, transfers to another school (e.g. to an alternative post-16 institution), the SENCO liaises with other SENCOs/key staff to ensure a smooth transition and key information, regarding SEN provision, will be shared with the next school/setting through the review process.

Parents/carers are fully involved in transition planning at all stages.

### **Transfer within Great Park Academy**

Teachers liaise closely when children transfer to another class/year group/key stage within Great Park Academy. The SENCO also briefs staff on new children to each key stage. This briefing from the SENCO is conducted at the start of the school year to give staff the most up-to-date information on students. The SENCO discusses students who are identified as more complex or in need of a lot of additional provision. Staff are briefed on all students through their pupil profiles at the start of the year and are encouraged to discuss provision with the SENCO where necessary. Regular information is passed on throughout the academic year.

### **Staff development and appraisal**

Through the monitoring and evaluation of our provision, the SENCO, Assistant Principal and Principal will identify any particular professional development needs of the staff. Staff development will, where appropriate, be linked closely to the School Improvement Plan and Appraisal Objectives. Staff who attend additional courses will disseminate information at staff meetings. Whole-school in-service training sessions are arranged, as appropriate, in response to any particular needs identified across Gosforth Junior High Academy. Outside agencies deliver training as, and when, needed. Staff are informed of local and national developments in relation to SEN and inclusion.

### **Complaints**

We strive to offer the best provision for all our children. We recognise the important role Parents and Carers play in raising the achievement of their child and are fully involved in the decision making process regarding their child. Parents are encouraged to raise any concerns they have regarding their child as they arise with the SENCO. However, should a parent/carer have a complaint about the support provided for their child in school, they should refer to our Complaints Policy, which can be found on our website.

Date approved: 06.10.2023

Signed:

Date to be reviewed: 06.10.2024

**This SEN and Disability Policy will be reviewed and amended annually.**