The Park Federation Academy Trust

The Godolphin Junior Academy

Special Educational Needs and Disability Policy

Approval

Signed by CEO and Federation Principal on behalf of the Board of Directors	Helen Abell
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Introduction

The Special Educational Needs Policy pervades all curriculum policies at The Godolphin Junior Academy

Some children have barriers to learning which means they require particular action by the school. These requirements are likely to arise as a consequence of a child having special educational needs. Children have special educational needs if they have a learning or other difficulty which calls for special educational 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 facilities of a kind generally provided for others of the same age in mainstream schools or post-16 institutions.

c. Children aged 2 or more who require educational provision or training that is additional to or different from that made generally for other children of the same age.
(This definition of SEN is taken from the introduction of the SEN Code of Practice. 2015)

Special educational needs may relate to one or more of the following areas of need:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health;
- Sensory and/or Physical Needs;

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children deemed to be disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. We will assess each child's needs as required, and make the appropriate provision, based on their identified needs.

Equal Opportunities and Educational Inclusion

This policy has been updated in line with the SEN Code of Practice 2015 (which takes account of the SEN provisions of the SEN and Disability Act 2010) and with the government

consultation on provision for children with SEN, support and aspiration which is a new approach to SEN and disability.
It is part of a whole school strategy to promote the inclusion and effective learning for all pupils.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and emotional needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- require a range of different teaching approaches and experiences.

We aim to respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- providing opportunities for children's full participation in learning, and in physical and practical activities;
- helping children to manage their social and emotional needs and take part in learning effectively and safely;
- supporting individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Aims and Objectives

The aims of The Godolphin Junior Academy are sympathetic to the aims stated in the Local Authority (LA) Policy for Special Educational Needs and guided by the SEN Code of Practice 2015 and any updates. We aim to work, with the LA, to ensure high levels of achievement, effective learning, progress and development for all pupils regardless of any special educational need.

We are committed to inclusion, meeting individual needs, and the provision of the highest quality for all students and the efficient use of resources.

We encourage mutual respect and consideration as part of the ethos. All pupils are valued and we work to promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others".
(National Curriculum 2000)

Partnership with Parents/Carers

Working with parents/carers is a priority in line with the SEN Code of Practice. We work to enable and empower parents and carers by;

- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform the academy of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the academy will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the Trust can help their child
- agreeing targets for their child
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- making parents and carers aware of the parent partnership services
- providing all information in a 'parent friendly' and accessible way

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). We endeavour to fully involve pupils wherever possible by :

- Asking them to think about what they would like to become as adults and how they can reach that goal and reviewing it regularly. (in line with LA advice)
- Helping them understand their strengths and difficulties.
- Teaching them how to self-assess their work against success criteria.
- Asking them to reflect on the provision made for them and their views on how it could be more successful.
- Contribute to formal reviews by providing their views.

- We ensure that pupil perceptions of the support and process are included in monitoring and evaluation procedures.

We also encourage pupils to express any concerns that they may have.

The Role of the Academy Council

The Principal, Academy Council and the Board of Directors have delegated the responsibility for the day-to-day implementation of the policy to the
Special Educational Needs Co-ordinator (SENCO). All members of staff are aware of their responsibilities towards pupils with SEN, whether or not pupils have an Education Health and Care Plan.

In line with the recommendations in the revised Code of Practice the SENCO is responsible for:

- ensuring the special needs of a child are understood by all members of staff in contact with that child.
- overseeing the day-to-day operation of this policy
- co-ordination of provision for children with special educational needs
- liaising with and advising teachers
- hosting Annual Review meetings
- managing SEN learning support assistants
- overseeing the records on all children with SEN
- ensuring parents of children receiving SEN support are formally notified.
- contributing to the in-service training of staff
- liaising with external agencies including the LA (e.g. psychology services, health and social services, and voluntary bodies)
- ensuring that transitions are well managed .
- keeping an up-to-date register of children receiving SEN support.

The SENCO is responsible for keeping the Principal, Academy Council and the Board of Directors fully informed. This will take place at regular intervals throughout the year.

Admissions arrangements

No pupil will be refused admission to The Godolphin Junior Academy on the basis of his or her special educational need. In line with the SEN and Disability Act 2010 we will not

discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

The Godolphin Junior Academy has access for wheelchair users.

Identification and assessment

We accept the principle that pupil's needs should be identified and met as early as possible. The SENCO works closely with Curriculum and Assessment coordinators. We adopt the following procedures for identification and assessment:

- the analysis of data including initial assessment in the Early Years, Foundation Stage Profile, entry profiles, and end-of-key stage assessments.
- following up parental concern
- pupil self-referral
- tracking individual pupil progress over time
- liaison with feeder schools on transfer
- information from previous schools
- information from other services
- Pupil Progress Meetings (termly)
- informal observation

For some pupils a more in-depth individual assessment may be undertaken by the academy. This may take many forms e.g. a reading assessment, an observation of the child, working 1-1 on some aspect, a specific questionnaire.

Expert opinion will be sought from external agencies where children are having significant difficulties in learning or managing the social or physical aspects of school life.

Curriculum Access and Provision

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual needs and to mark work and plan homework effectively.
We use ability groups, highly-focused and personalised small group work, and individual provision where appropriate.
Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs.

- in-class small group support with a specialist teacher or Learning Support Assistant
- small groups withdrawal with specialist teacher or LSA

- individual class support

- individual withdrawal

For pupils with Education Health Care Plans, provision will be in line with the recommendations in the Educational Health Care Plan.

Special Provision

The Godolphin Junior Academy has wheelchair access. There are multi-access toilet facilities in both buildings. We have an elevator to provide disabled access to the first floor of the upper school building

We have members of staff who have had training in or experience of working within a number of specialist areas:

- Supporting children with Hearing or Visual Impairment
- Supporting children with difficulties with social skills or behaviour
- Supporting children with Autism Spectrum Disorder
- Supporting children with Downs Syndrome
- Supporting children with Speech and Language and Communication needs
- Supporting children with fine or gross motor needs
- Distinguishing between EAL needs and SEN needs
- Providing booster literacy lessons
- Providing booster numeracy lessons
- Specialist reading support

Links with Support Agencies and Other Schools

We aim to maintain useful contact with education support services.
For children with a special need, any one or more of the following agencies may be involved:

- Educational Psychology Service (EPS)
- Speech and Language Therapists (SLT)
- Behaviour Support Team (SEBDOS)
- Occupational Therapists
- Physiotherapists.
- Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS)
- Child and Adolescent Mental Health Services (CAMHS)

The SENCO will maintain links with SENCOs from other schools/academies.

Every effort is made to ease the transition of special needs pupils to secondary school by liaising in the summer term with their designated school. Files and records are forwarded to the new school. The school provides help to parents, where appropriate, with their application

to the most suitable secondary school and any other support they may require. Persons responsible for this role are: Principal, Vice Principals and SENCO.

Staff Development and Training

In order to maintain and develop the quality of our provision, all members of staff are encouraged to undertake training and to examine current research. Advice and training from external agencies is actively encouraged.

Allocation of Resources

The provision for SEN is supported by the SEN budget and the allocation of funds is deployed to support the implementation of this policy.
The SENCO is responsible for the operational management of the specified and agreed budget for special needs provision within the school, including the provision for children with Education Health Care Plans.

Monitoring and Evaluation of Provision

The effectiveness of our provision for pupils is identified as having special educational needs is carried out in the following ways:

- observations of teaching
- learning walks
- work sampling
- scrutiny of planning
- teacher interviews
- informal feedback from all staff
- pupil tracking
- pupil review meetings and records of review meetings
- monitoring IEPs and IEP targets;
- movement on the SEN register
- attendance records

- pupil interviews.

The SENCO provides the Academy Council with regular summaries of the impact of the policy on the practice of the school.
Effectiveness of provision will also be monitored by:

- Reviewing number of children with SEN at the academy, and the levels of need
- Pupil Progress Termly Meetings
- Movement on/off the register
- Concerns are followed up as soon as possible
- Parents are informed about all expressions of concern
- Pupils with IEPs (ACE Plans) have their targets reviewed regularly
- Meetings between the Principal and the SENCO
- Pupils are aware of the targets they need to achieve linked to the IEP (ACE Plan)
- Relevant members of staff are aware of pupil targets
- IEP targets are SMART and written in accessible language
- Parents are informed of their child's targets at parents' evenings
- Teachers and support staff are aware of procedures
- All teachers' plans show evidence of differentiation
- There is evidence of individual pupil progress over time
- SEN issues are included in staff development planning
- Teachers are aware of their responsibilities
- Data published by the DfE ISDR
- Academy self-evaluation data.
- The SEN/Inclusion Governor

Complaints

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher/SENCO or Principal. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the SENCO or the Principal in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To find out about disagreement resolution and mediation services in our local area, please see:
https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/service.action?id=ScRHDoJAJcg&slaction=REMOVE&itemid=uzVey6SU43nlrL8LKZt44vyIv88H2BkCr4vn