

**Jubilee Park Academy**  
**Special Educational Needs (SEN) Policy**

SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN

S175/157 of the Education Act 2002 places a duty on schools to make arrangements to safeguard its pupils and states that:

"The governing body of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school."

"Safeguarding Children and Safer Recruitment in Education" was issued to schools in 2007 detailing statutory guidance placing a duty on schools to promote the welfare of children. In March 2013, the definition of safeguarding children was revised in the document "Working Together to Safeguard Children" to the following:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Safeguarding children is consequently more than contributing to the protection of individual children and the school is committed to the development of policy and practice that supports children and their families to be safe, be healthy, enjoy and achieve, contribute positively and achieve economic wellbeing

Jubilee Park Academy strives to promote the welfare of our pupils by:

- Creating and maintaining a safe learning environment.
- Identifying child welfare concerns and taking appropriate action.
- Using the curriculum to enable our children to develop keep safe strategies
- Operating safe recruitment and selection procedures to prevent unsuitable people working with our children.

The school has a suite of policies designed to meet these needs and are available on request or via the school website.

This policy applies mostly to points 1, 2 and 3 above and reflects current legislation, accepted best practice and complies with the government guidance: Working together to Safeguard Children (2013) and Safeguarding Children and Safer Recruitment in Education (2007)

**Introduction:**

This document is prepared in light of the 1996 Education Act and the revised SEN Code of Practice (October 2013) in conjunction with the Special Needs and Disability Act (SENDA) 2001.

**Philosophy and principles:**

The fundamental philosophy which underpins this policy is that, all children, whatever their ability have an entitlement to an inclusive, accessible, broad and balanced curriculum, tailored to their individual needs.

**What are SEN?**

Children have SEN if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- 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 area of the local education authority
- Are under compulsory school age and fall within the definitions above, or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language at home is different from the language to be taught.

**What is special educational provision?**

- For children aged two or over - educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in mainstream schools in the area.
- For children under two - educational provision of any kind. (Education Act 1996) .

**Aims:**

Pupils identified as those with SEN should:

1. Make the greatest possible progress and reach their potential.
2. Have equal access to a broad and balanced curriculum.
3. Be taught, where appropriate, alongside their peers in mainstream classrooms.
4. Be fully included in the life and curriculum of the academy community.

**Objectives:**

The practice and procedures essential to the achievement of these aims are:

1. All pupils with SEN should be identified and assessed as early and as quickly as possible.
2. The academy will work in partnership with parents, guardians and children, along with specialists in meeting these needs.
3. The academy will provide an Individual Education Plan (IEP), which is additional to or different from the differentiated curriculum plan that is in place as part of normal provision.

**An inclusive curriculum which meets the needs of all children:-**

- Sets high expectations
- Responds to pupils' diverse learning needs
- Provides support for children who need help with communication and language acquisition in all aspects of the curriculum
- Plans to develop children's understanding through the use of all available senses and experiences

- Helps children to manage their behaviour and to take part in learning effectively and safely
- Helps children to develop their self-esteem and confidence in their ability to learn
- Overcomes potential barriers to learning
- Allows children to demonstrate their competence and attainment through appropriate means

### **Roles and Responsibilities**

Provision for pupils with SEN is a matter for the academy as a whole.

### **Governor Role**

The governing body must:

- Do its best to ensure that the necessary provision is made for any pupil who has SEN.
- Ensure that, where the 'responsible person' (the Head teacher or the SEN Governor) has been informed by the LA that a pupil has SEN, those needs are made known to all who are likely to teach them.
- Ensure that teachers in the academy are aware of the importance of identifying and providing for those pupils who have SEN.
- Consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable on the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that a pupil with SEN joins in the activities of the academy together with pupils who do not have SEN so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for.
- Report to parents on the implementation of the academy's policy for pupils with SEN.
- Have regard to the Code of Practice when carrying out its duties toward all pupils with SEN.
- Ensure that parents are notified of a decision by the academy that SEN provision is being made for their child.

The designated Governor for SEN and Inclusion is **Ms Allison Tripney**

### **The Head teacher**

Responsible for: -

- The day to day management of the provision for children with SEN.
- Keeping the Governing Body fully informed.
- Working closely with the academy's SEN Co-ordinator (SENCo).
- Ensuring that the SENCo has adequate time release and resources in order to fulfil the statutory requirements of the Code of Practice.

### **The SENCo**

The SENCo, with the support of the Head teacher and colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children's needs, by monitoring the quality of teaching and standards of pupil's achievements and by setting targets for improvement. The SENCo should collaborate with curriculum co-ordinators so that learning for all children is given equal priority and available resources are used to maximum effect.

The SENCo is **Miss J Grainger** (also Assistant Head)

### **Role of SENCo**

- Liaising with and advising other members of staff
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA's (Local Authority's) support and educational psychology services, Connexions PAs, health and social services and voluntary bodies.

### **Role of the Class Teachers and Subject Leaders**

- From the new Code of Practice it is made clear that teachers are 'responsible and accountable for the progress and development of the pupils in their class'. High quality teaching and

SEN children. The school SENCo and subject leaders must support class teachers in the process of assessing, planning, teaching and reviewing. Specialists must be involved to advise and offer support.

### **Role of the Learning Support Manager**

- Line managing the day to day operation of the academy's SEN policy
- Line managing the SEN team of teaching assistants
- Co-ordinating provision for pupils with SEN
- Overseeing the records of all pupils with SEN
- Liaising with parents of pupils with SEN

### **Parents**

Jubilee Park 'ensures that parents and children are involved in discussions and decisions about every aspect of their SEN.' Code of Practice (COP) 2013 (Section 6 of the new COP states that 'The child's parents should always be consulted in any decision to involve specialists').

Parents have the responsibility to:

- Communicate regularly with their child's school and alert them to any concerns they have about their child's learning or provision or any problems which may affect their day to day learning.  
*This can be achieved by seeking to the Class Teacher/SENCo or communicating via the Home/School book (provided to all School Action Plus and Statemented children).*
- Fulfil their obligations under home-academy agreements and Statement of Shared Values, which set out expectations of all parties.

Jubilee Park recognises the importance of an effective working relationship with all parents. Parents of children with a special educational need are encouraged to contribute to their child's learning. Academy based assessment and provision takes account of the wishes, feelings and knowledge of parents at all stages.

### **Children**

Children, who are capable of forming views, have a right to receive and make known information, to express an opinion and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.

See articles 12 & 13 of The United Nations Convention on the Rights of the Child.

### **Identifying and assessing Pupils with SEN - Code of Practice 2013**

#### **Record of Concern:**

Class teacher identifies that there is a problem and informs the SENCo via the School Online SEN log (found on the Openhive staff portal). Evidence is collected and assessments completed by a designated learning support practitioner. The teacher needs to register concerns with reference to:

- Class records
- National Curriculum attainments or baseline scores.
- Assessment results
- Behavioural observations.
- Health and social problems.
- A disability that requires additional support or facilities.
- A change in a child's learning pattern.
- Parental concern.

The class teacher must inform the SENCo of his/her concerns and the child is placed on the SEN register at school action. The class teacher / SENCo must inform the parent(s)/ guardians of his/her

- Child's health and development
- Child's behaviour and attitude at home
- Possible causes of pupil's difficulties
- Their perception of child's performance
- Any other agencies involved with the family
- Advice of the role of the Parent Partnership Organisation

#### **School Action:**

Teachers/ SMT/ subject managers and SENCo identify that insufficient progress has been made and devise a suitable learning programme for the child. The individual child's targets at this stage are collated as part of the intervention process (not as a school IEP. IEP's are used only for those children on the register at school action plus or for those with a statement). The class teacher needs to register concerns with reference to:

- Class Records
- National Curriculum attainments or baseline scores
- Assessment results
- Behavioural observations
- Health and Social problems
- Specific Measurable Achievable Realistic Timed targets (SMART)

Targets for intervention are focused and child-centred. They are based on dialogue about the child's present and future learning needs.

They incorporate:

- Marking and feedback;
- Assessment for Learning;
- Personalised Learning;
- Independent Learning;
- Pupil Peer and Self-Assessment.

Sharing targets **MUST** be:

- Guaranteed;
- Targeted;
- Integrated;
- Frequent.

It is an on-going dialogue between the adult and child regarding: Attainment, Achievement and Attitude.

The teacher/ Senior Management Team (SMT) or SEN staff must inform the parent/guardian of his/her concerns. The academy discusses the following with them:

- Child's health and development
- Child's behaviour and attitude at home
- Possible causes and pupil's difficulties
- Their perception of child's performance
- Any other agencies involved with the family
- Advise on the role of the Parent Partnership Organisation.

Targets and intervention are set and assessed every half term. At this time a decision will be made as to whether the child no longer needs SEN provision, continues at School Action or moves to School Action Plus. If the child has made little or no progress after at least two reviews, it may be necessary to initiate School Action Plus.

**School Action Plus:**

SEN Staff identify that there is a continued problem and request further advice and support for the child from at least one external agency. This process initially requires a consultation request form to be submitted. Once specialists have assessed and provided recommendations, an IEP is set at this stage. The SENCo registers concerns with reference to:

- Class records
- National Curriculum Attainments or baseline scores
- Assessment results
- Behavioural observations
- Health and Social problems
- SMART targets

The SEN staff must inform the parents/guardians of their concerns by invitation to a review meeting. Meetings are offered once per term however, parents are welcome to discuss any issues with the SENCo at any time.

The academy discusses the following with them:

- Child's health and development
- Child's behaviour and attitude at home
- Possible causes of pupil's difficulties
- Their perception of child's performance
- Any other agencies involved with the family
- Advice on the role of the Parent Partnership Organisation

The parents, child, SEN staff and outside agencies then produce an IEP or agree targets for the child's IEP together with a date for their review. If insufficient progress is made at School Action Plus, the Educational Psychologist can be requested to undertake more specialist testing. The child moves to School Action Plus Intensive. If this is still not leading to the desired outcome, a move towards the submission for a statement of SEN may be required.

#### **Statements:**

The LA decides that a Statement is necessary according to set criteria (see education Sandwell's criteria on website)

The academy provides written evidence:

- Through School Action and School Action Plus
- IEP's and targets
- Records of regular reviews and their outcomes
- Pupil's health including medical history
- National curriculum levels/year group expectations, including P levels
- Attainment - Numeracy and Literacy
- Results of other assessments
- Views of child and parent/carer
- Involvement of other professionals
- Any involvement by Social Services or Education Welfare Officers

If it is deemed that a child has more complex needs, then a coordinated assessment process will take place (as stated in the new COP) and if so, an Education, Health and Care plan (EHC) will replace the statement.

The Statement will be reviewed at least annually.

### **The Transition Plan/Reviews**

The aim of the annual review in year 6 and subsequent years is to:

- Review the young person's statement
- Draw up and subsequently review the Transition Plan

The annual review of the statement held in year 6 involves the agencies that may play a major role in the young person's life during the post-primary school year.

### **Record Keeping**

The SENCo will keep all information regarding pupils' SEN Statements in the SEN cupboard in the Management Office. Copies are also kept in the children's individual SEN files - located in a central location in school. Subject leaders and teachers have access to these at all times and may take copies for use in school only.

Pupils at School Action or School Action Plus have details recorded in the SEN area on the academy's management information system (SIMs) as well as in their files in the SEN filing cabinet. Any difficulties regarding access should be referred to **Miss J Grainger (SENCo)**.

Before transfer to receiving secondary schools in year 7, the SENCo and/or SEN staff will attend year 6 reviews and discuss the needs of pupils with SEN with the relevant primary SENCo. For students transferring into other year groups/establishments, similar liaison will occur prior to joining the academy.

The LA Transition Matrix is completed for transition purposes and is available to any secondary school receiving children. This supports the identification of children with SEN needs, along with family concerns and child protection issues. At Jubilee Park academy we complete this matrix every summer term for all cohorts to share this sensitive information with new class teachers.

### **Staff Training**

Each curriculum coordinator has a responsibility for collating and disseminating information to his/her colleagues. Managers should meet with the SENCo so that s/he is aware of current DfE regulations regarding SEN provision and new initiatives in the academy. The SENCO and SMT offer advice on differentiation to staff and are available for consultation most days after school, or may be deployed in peer mentor meetings to focus on this area with staff.

### **Newly Qualified Teachers (NQT) / Initial Teacher Training (ITT)**

As part of the Induction period, the NQT/ITT must plan effectively to meet the needs of pupils with SEN and make an appropriate contribution to the preparation, implementation, monitoring and review of Individual Education Plans. Also, where applicable, s/he must deploy support staff and other adults effectively in the classroom, in the planning and management of pupils' learning. To enable NQTs and trainee teachers to meet the required standard, the SENCo and the learning support team offer training, help and advice throughout the academy year via timetabled meetings.

### **Admissions**

The Governors of Jubilee Park Academy admit all students into the academy following their published Admissions Criteria. In accordance with the Equal Opportunities Policy and Revised Code of Practice 2013 the academy will exert every effort to cater for the needs of all students.

### **Complaints Procedures**

Any complaints received relating to the provision for pupils with SEN at Jubilee Park will be dealt with according to the academy's Complaints Procedure and the Code of Practice. It is envisaged that most complaints will be discussed and resolved at the informal stage with the SENCo.

## **Success Criteria**

The success of this policy can be measured by:

- Successful early identification and intervention techniques
- Progress of pupils with SEN in meeting their IEP targets
- Percentage of pupils with SEN moving from School Action Plus to School Action to removal from the register.
- Efficient use of resource allocation for SEN
- Resource base of materials developed and made available to all staff
- Successful inclusion of all students
- Well organised record system
- Teachers fully aware of their role
- Governors fully abreast of developments
- Parents aware of the policy and satisfied (low level of complaints)