

SEN Policy

Rationale

At Montagu Academy, we aim to create a learning environment where all children can belong, participate, and achieve. We provide Quality First teaching which responds to the diverse needs of all children. Provision is carefully planned and differentiated to ensure that children make progress through suitable learning challenges and have full access to the curriculum and life of the school. Some children will require additional support in order to make progress and overcome specific barriers to learning. This is achieved through extra in-class provision or through intervention groups. We believe that early identification is vital in order to access and provide appropriate support. We work closely with parents and other professional organisations to develop support plans to meet the individual needs of each child and overcome barriers to learning.

We aim to develop a culture of inclusion and diversity in which people feel free to disclose their SEND and are encouraged and able to participate fully in school life. Our academy believes that diversity is a strength, which should be respected and celebrated by all those who learn, teach, and visit here. It is our hope that when all of our children become adults in the future, they will have an understanding and empathy towards those with SEND and will positively contribute to an inclusive society.

'Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years and lead happy and fulfilled lives.' (SEND Code of Practice Jan 2015)

The Principles of the SEN Code of Practice 2015 set out the following guidance:

- A child with special educational needs should have their educational needs met
- The views of the child should be sought and taken into account during any decision making
- The early identification of children's needs and intervention to be put into place to support them
- A greater choice and control for young people and parent's support
- Collaboration between Education Health and Social Care services to provide support
- High quality provision to meet the needs of children with SEN
- Become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education (5:1)
- To become confident individuals living fulfilling lives

Definition of Special Education Needs and Disabilities

SEND Code of Practice 2015:

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 disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

Disabilities

Many children and young people who have SEND may also have a disability. A disability is described in law ([the Equality Act 2010](#)) as **'A physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.'** This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes, or epilepsy.

Equal Opportunities

At Montagu Academy, we believe that all members of the school should be treated with respect; have provision made for their individual and diverse needs and be given the opportunity to reach their full potential, regardless of their age, ability, religion, gender, or culture.

Aims

- To ensure implementation of and adherence to the Children and Families Act and SEND Code of Practice 2015.
- To ensure that children are actively involved in planning and reviewing their own provision.
- To ensure that parents and carers are an integral part of the identification and support process.
- To ensure that barriers to learning and special educational needs and disabilities are identified as early as possible.
- To ensure that all pupils receive their entitlement to a broad, balanced, and relevant curriculum.
- To ensure that provision for those children with special needs and disabilities is central to planning in order that they make good progress.
- To ensure that all children can experience success in order to grow in confidence and a positive self-image and feel safe.
- To ensure that class teachers accept responsibility for the planning, organisation, and delivery of appropriate education for all children requiring additional support.
- To liaise with the relevant agencies to ensure that all the child's needs are being addressed.
- To make reasonable adjustments to ensure that children with special educational needs and disabilities participate fully in the life of the school.
- To ensure there is no evidence of discrimination against those with SEND.
- To ensure that children and all adults who support them have realistic but high expectations of progress and achievement.
- To ensure that all staff have opportunities to develop their practice in teaching children with special educational needs and disabilities.
- To review all policies into practice to ensure that they reflect equal opportunities legislation.
- To monitor the impact of provision for those children with SEND.

Guidelines

- An on-going review by the Head, SLT and SEND Leader will ensure that procedures and practice within the school facilitate access to the whole curriculum and every aspect of school life.
- Children will be identified as having special educational needs through liaison with all staff, parents, other agencies, and rigorous tracking procedures.
- The SEND Leader will co-ordinate identification, intervention and support and will take responsibility for referrals.
- Teachers will meet with parents/carers and children on a termly basis to create a SEND Support Plan.
- All children will work with an adult to create a One Page profile as part of their support plan identifying their needs and successful methods of support.
- Staff development opportunities will focus on current legislation, developing expertise in a specific area of special educational needs and delivering interventions.
- Interventions may include in class support, one to one and group intervention and liaison with outside agencies.
- Parents will be involved through meetings, reviews, target setting, annual reviews, and open evenings.
- Children with Statements and EHC Plans will continue to have access to the whole curriculum unless a specific exemption has been made and agreed. Planning and staff deployment will ensure that they receive their allocated hours.
- Involve children in their own learning by making them aware of their needs, setting targets with them and regularly discussing their progress.
- Use tracking to identify children who are making little or slow progress and put in place wave 2 interventions in order to enable them to access the curriculum within age related expectations.

Responsibilities

The Governing Body.

The Governing Body, in consultation with the Head Teacher, determines the school's policy and approach to provision for pupils with special educational needs, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school's work. They support the aims of the policy by making resources available wherever possible. Governors receive termly reports, which they use for monitoring purposes. The Governing Body delegates the responsibility for implementing policies and guidelines to the Head Teacher.

The Governing Body, having regard to the Code of Practice will:

- Ensure appropriate provision is made for any child with SEND
- Report annually to parents on the school's policy for children with SEND
- Ensure all children, including those with SEND have access to a broad, balanced and appropriately differentiated curriculum
- Appoint a representative of the Governing Body to oversee SEND provision
- Ensure discussions with parents regarding SEND matters at relevant meetings
- Ensure that pupils with SEND are fully involved with school activities
- Ensure they are fully involved in developing and reviewing the SEND Policy

The Headteacher:

The Head Teacher is responsible for the day-to-day management of all aspects of the school including quality first teaching and the provision for special educational needs and disabilities. The Head Teacher keeps the Governing Body informed of all developments with regard to SEND. She liaises with the SEND Leader and ensures that SEND provision meets the requirements of the Code of Practice, School Improvement Plan and SEND Action Plan

The SEND Leader

The Code of Practice states that the SEND leader must:

- Be a qualified teacher in the school
- Have completed the National Award in Special Educational Needs Co-ordination within three years of the appointment of SENCO
- Determine a strategic development of SEND policy and provision alongside the Headteacher and Governing body for the school
- Have day to day responsibility for the implementation of the SEND policy
- Co-ordinate specific provision made to support individual children with SEND, including those with EHC plans
- Provide professional guidance to colleagues
- Work closely with parents, staff and external agencies
- Be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Publish a SEND Information report for the school.

The SEND Leader's key responsibilities are:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Advising on the deployment of the school's delegated budget and other resources to meet the pupils' needs effectively
- Liaising with parents/carers of pupils with SEND
- Liaising with other professional agencies to support each child as appropriate
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Headteacher and Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date
- Interpreting legal requirements for staff, parents and governors
- Monitoring and evaluating the quality of provision
- Tracking the progress made by children to inform planning for children with SEND.
- Organising and delivering INSET in order to meet the needs of staff
- Liaising with the designated safeguarding professional, parental support, and Behaviour Team to ensure that all the needs of each child are identified and met.

Teachers

The professional with the main responsibility for children with SEND is their class teacher. They will:

- Be responsible for delivering Quality First Teaching to all children
- Ensure that Teaching Assistants are fully informed about planning, targets, and the expectations for each child.
- Deploy Class Teaching Assistants to support children in areas of identified need.
- Be aware of the school's procedures for the identification, assessment of, and subsequent provision for, pupils with SEN
- Work with the SEND Leader to decide the action required to assist each child to make progress
- Work with the SEND Leader to collect all available information on each child
- Develop and review One Page Profiles on the support plan for pupils and allow them to participate in decision making.
- Meet with parents and carers to create and then regularly update SEND Support Plans and keep parents informed about their child's progress.
- Work with children with SEND on a daily basis to work towards the targets set out on the One Page Profile/Support Plan/EHC Plans
- Continuously assess pupil progress and identify the next steps of learning
- Work with the SEND Leader to identify their own training needs around SEND
- Be responsible for the assessment of individual SEND pupils

Learning Support Assistants.

- Ensure they have accessed planning and know the targets for each child that they work with
- Provide marking and feedback to help each child make progress
- Ensure they know and work towards the targets in support plans, statements and EHC plans
- Provide relevant support to identified pupils
- Develop positive working relationships with parents and professionals
- Assist with the recording, monitoring and evaluation of pupils' progress
- Assist with the identification and effective provision of appropriate resources
- Undertake appropriate INSET
- Work alongside the SEND Leader and teaching staff in the preparation of One Page Profiles/Support Plans
- Meet with the teacher and attend One Page Profile/Review Meetings

Local Offer

The Academy will follow Local Authority Guidelines outlined in the local offer. This can be accessed on the academy's website.

SEND Information Report

This details all our current provision for SEND and is available as an appendix or through our website.

Key Staff

Associate Executive Principal–

Mrs V Pearson

SEND coordinator–

Mrs R Beckett