



QUAY ACADEMY Special Educational Needs & Disability (SEND) Procedure

Identification

1. Many of the children who join our school have already attended an early education setting. In some cases children join the Foundation Stage with their needs already assessed. All our children are assessed in the Foundation Stage using the Early Years Outcomes at the beginning of the year so that we can establish a baseline and build upon their established learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. At the end of the year, Early Learning Goals are used to assess progress
2. Early identification is vital. Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:
 - Evidence obtained by teacher observation/ assessment,
 - Their performance within the Curriculum is judged against the year objectives,
 - Standardised screening and assessment tools
 - Reports or observations,
 - Records from feeder schools,
 - Information from parents,
 - Information from other agencies,The class teacher informs the parents at the earliest opportunity to alert them about concerns and enlist their active help and participation.
3. The class teacher and the SENdCo assess and monitor the children's progress in line with existing school practices. This is an ongoing process. The Code does not assume that there are hard and fast categories of special educational need, but recognises children's needs and requirements fall into four broad areas.
 - Communication and Interaction (CI)
 - Cognition and Learning (CL)
 - Social, Emotional and Mental Health Issues (SEM)
 - Sensory and/or physical (SP)
4. If our assessments show that a child may have a learning difficulty they receive SEND support. We use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer

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interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Co-ordinator (SENDCo), if not already involved, will take the lead in further assessments of the child's needs. Whether or not a pupil is making adequate progress, is seen as a significant factor in considering the level of need and appropriate SEND provision enabling them to participate effectively in curriculum and assessment activities.

5. It is recognised that many pupils will have special needs at some time during their school life and others may have them throughout their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.
6. The class teacher or parent may identify, at any time that further support is needed. This would be sought from outside services. Parents are consulted prior to any support being actioned. In most cases, children will be seen in school by external support services (e.g. Speech Therapy, Educational Psychologist). This may lead to additional or different strategies being implemented. External support services will provide information for the child's Termly Support Plan. The new strategies within the plan will, wherever possible, be implemented in the child's normal classroom setting, but sometimes the SEN/class TAs may withdraw the children from each class in groups or individually to give extra targeted support.
7. If the child continues to demonstrate significant cause for concern, a request for an Educational Health Care (EHC) assessment can be made to the Local Authority. A range of written evidence about the child will be requested, before making a decision. Advice from other agencies will have been followed and monitored. An EHC Plan will normally be provided where, after assessment, the Local Authority considers that the child requires provision beyond what the school can provide at SEND support level.

However, the school recognises that a request for an EHC assessment does not inevitably lead to an EHC plan. The needs of the child are considered to be paramount in this. Most plans are now supported through the delegated budget.

8. In our school we aim to offer excellence and choice to all our children, whatever their ability or 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;*

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- *require different strategies for learning;*
- *acquire, assimilate and communicate information at different rates;*
- *need a range of different teaching approaches and experiences.*

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9. Teachers respond to children's needs by:

- providing support for children who need help with communication, language, literacy and numeracy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning an appropriate curriculum and interventions that specifically target identified needs;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

10. In our school we work hard to ensure the inclusion of our children with physical disabilities. If for some reason, usually medical, this cannot happen then the child will have replacement programmes at their level of capability. Consultation with other agencies is always sought when planning these to ensure they are the most appropriate and beneficial. However the ultimate aim is always to reintegrate back into the class situation.

Termly Support Plans

1. Every child in school has targets set in reading, writing and maths. The targets are shared with the parents and continually assessed. For children with SEND a Termly Support Plan (TSP) is formulated showing outcomes and strategies used. The SENDCo, class teacher and other relevant agencies will be involved in ensuring that it is appropriate and effective. We will record the strategies used to support the child within their plan. This will be shared with parents and their views sought.
2. The TSP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The TSP will be discussed with the pupil and the parent. The parent will be consulted about the TSP and targets of the plan at parents' evenings or review meetings. At any time the parents can request a meeting to discuss the targets and their child's achievement and progress. When a child achieves a target, new ones are set to ensure progression. The teacher will not wait for the next review before changing the targets to move the child on.
3. Progress is monitored by the class teacher and SENDCo and interventions are planned and recorded in the class inclusion folders. This is reviewed termly to

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ensure provision continues to be effective and at the appropriate level. Therefore the intervention groups are flexible and transient depending upon need and achievement.

Education Health Care Plan (EHC Plan)

1. Education Health Care Plans must be reviewed annually. The Local Authority will inform the Head teacher at the beginning of each school term of the pupils requiring reviews. Parents will be reminded that the review is due. The SENCo will chair these reviews and invite: the child's parents; the child if appropriate; the relevant teacher; a representative of the Local Authority; any other person involved in the child's education and health. A report will be requested from all those involved, including parents and pupils. These will be circulated prior to the meeting to allow sufficient reading time.
2. The reviews will be held following the child centred review process. The aim of the review is to:
 - a. assess the pupil's progress in relation to the targets set 12 months previously;
 - b. collate and record information to use in planning support for the child;
 - c. review the provision made for the pupil in the context of the Curriculum and levels of attainment in basic English/Maths and life skills;
 - d. consider the appropriateness of the existing EHC Plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it;
 - e. set new targets for the coming year and ensure these meet the original objectives in the statement;
 - f. record changes in child's circumstances.
 - g. Allow the child and parents to contribute and inform and update the EHC plan, ensuring appropriate provision.
3. Following the annual review, a report will be submitted no later than 10 working days. The report will summarise the outcome of the review meeting, setting out the assessment of the main issues discussed, target recommendations and further steps including amendments. School will send a copy of the report to parents, the class teacher and the Special Needs Department at the Local Authority. A copy will also be kept in the child's file of special needs.

The role of the SENCo

In our school the SENCo:

- prepares policies in consultation with the Head teacher and manages the day-to-day operation of the policy;

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- identifies planning objectives and strategies for development and, in consultation with Head teacher/curriculum manager, contribute formally to the School Improvement Plan;
- co-ordinates the provision for and manages the responses to children's special needs;
- develops detailed systems of tracking progress, analyzing progress and planning interventions to meet the identified need;
- manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- supports, guides and advises colleagues;
- oversees the records of all children with special educational needs;
- assesses children requiring additional support using diagnostic criteria set by Local Authority or refers these children for more detailed assessment by the appropriate agency;
- acts as the link with parents, promoting parental interest and understanding of special need education;
- provides opportunities for parents to discuss the procedures and processes involved with their child needing support and shares the pupil's targets, explaining areas they can help with their child's education;
- acts as a link with external agencies and other support agencies and where appropriate, promote continuity, progression and greater understanding of SEND;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- liaises and informs designated SEND Governor;
- annually reviews, with the Head Teacher, all Health and Safety issues appropriate to special need education;
- implements strategies for monitoring and evaluating the teaching and learning of children with SEND throughout school;
- undertakes appropriate training in order to more effectively promote special need education in school;
- contributes to the professional development of all staff.

The role of the Class Teacher

In the Code of Practice it clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- being aware of the school's procedures for the identification, assessment of and subsequent provision for SEND pupils;
- initial identification of a pupil's special needs through observation of classroom practice and on-going assessment;
- collaborating with the SENDCo to decide the action required to assist the pupil to progress;
- working with the SENDCo to collect all available information on the pupil;

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- in collaboration with the SENDCo, develop small step targets for SEND pupils which will be in addition to an already differentiated curriculum (high quality teaching first);
- working with SEND pupils on a daily basis to deliver the TSP targets within differentiated planning;
- developing constructive relationships with parents;
- attending, or informing SENDCo through a report, about the pupil's progress for Annual Reviews;
- informing SENDCo of any problems that may arise between reviews;
- deciding, along with support from the SENDCo, whether a pupil is making progress or is not making adequate progress and needs to move on to a greater level of support
- maintaining on-going liaison with the pupil regarding progress;
- being involved in the development of the school's SEND policy.

The role of the Head Teacher

The Head Teacher's responsibilities include:

- the day-to-day management of all aspects of the school including the SEND provision
- keeping the Governing Body well informed about SEND within the school
- working closely with the SENDCo/SEND team
- informing parents of the fact that SEND provision has been made for their child
- ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education
- organising TA provision
- being child protection officer
- overseeing budget

The role of the governing body

1. The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.
2. The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the Local Authority and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of a decision by the school that SEND provision is being made for their child.
3. The governing body has identified a governor, to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible

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person' in this school is the Head Teacher. The Head Teacher ensures that all those who teach a pupil with a statement of special educational needs are aware of the nature of the statement. Meetings between the identified SEN governor and the SENDCo will be held to ensure the governor is kept up-to-date with SEN developments and provision within the school.

4. The SEND governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

The Role of the TA

The TAs are a valued part of the school team in supporting some of our children with SEND. Their role is as follows:

- working in partnership with the teacher, under their guidance and understanding and working towards lesson objectives
- working to agreed policies and procedures
- facilitating participation and learning, helping to build confidence and self-esteem, so that pupils are enabled to reach their full potential alongside their peers
- ensuring pupils' equal access to learning and development
- demonstrating and promoting an understanding and appreciation of differences in personal characteristics, belief systems and cultures
- encouraging and promoting independent learning, providing opportunities for pupils to demonstrate self reliance and responsibility
- adhering to the need for confidentiality of information at all times
- supporting the pupil by developing an understanding of the specific needs of the pupil to be supported
- undertaking activities with individuals or groups of pupils to facilitate their physical, emotional and educational development. This could involve clarifying and explaining instructions, ensuring the pupil is able to use equipment provided, assisting in identified areas, helping pupils to concentrate.
- Recording, on a daily basis, work carried out by the child which enables accurate reporting to class teacher, SENDCo, Head teacher, external agencies etc.
- maintaining the TSP's, recording achievement
- liaising with class teacher, SENDCo and/or external agencies about targets and pupil progress
- supporting the teacher by: assisting the class teacher in the carrying out of pre-determined educational activities and support programmes for individual and groups of pupils; participating in the evaluation of the support programme; providing regular feedback about the pupils to the class teacher; providing contributions to reviews of pupil's progress
- accessing relevant in-school and external training.

Current SEN staffing:

This is the current staffing for SEND at Quay:

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- Caroline Broadhead – Safeguarding Lead, Behaviour Lead
- Victoria Craven – SENDCo
- Andrew Garvey –SEND Governor
- Richard Hall – LA ECHO
- Alison Shirley – Educational Psychologist
- Alison Paxton – Lead NHS SaLT
- Hayley Petre (SaLT), Louise Lines (EAL)
- Class TAs
- 1:1 pupil support

External agencies

1. The school recognises the important contribution that external support services make in assisting to identify, assess and provide for SEND pupils. When it is considered necessary, colleagues from the following support services will be involved with SEND pupils
 - Educational Psychologists and Behaviour Support Teachers (Education Inclusion Service -EIS)
 - Clinical Medical Officers
 - Speech and Language therapists
 - Physiotherapists
 - Occupational Therapists
 - Hearing and Visual Impairment Services (Sensory and Physical Teaching support Service -SAPTs)
 - Physical disabilities (SAPTs)
2. In addition, important links are in place with the following organisations:
 - The local Nursery schools, pre-schools, play groups with the aim of providing continuity between home and school
 - The school nurse
 - The Local Authority
 - Specialist Services
 - Education Welfare Officer
 - Social Services/EHASH
 - FISH (Families Information Service Hub)
 - East Riding Voices in Partnerships (ERVIP)
 - Friends of the School/PTA/HUB
 - Other groups or organisations

Partnership with parents

2. The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special

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educational needs both with information they can give and support at home with activities.

3. We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.
4. The targets will be shared with parents, highlighting the objectives and encouraging parental involvement towards achieving these. Parents will be encouraged to discuss the targets and any concerns with the SENDCo and class teacher. The SENDCo works closely with parents and teachers to plan an appropriate programme of support. A copy of the TSPs are sent home every term to ensure that those who did not attend or could not attend, will receive a copy.
5. When a child goes on the SEN register a leaflet is sent home to clarify what this means. This leaflet explains: what is SEN; the process of levels and provision; smart steps; outside agencies; how parents can help; and who to contact.
6. Parents who have a child with an EHC Plan will be asked for a written report of their views, well in advance of the Annual Review and will be encouraged to attend the Annual Review meeting as their views are very important to the process. A form to help parents contribute will be sent prior to the Annual Review.
7. The school will make available, to all parents of pupils with SEND, details of the KIDS service who are able to support parents throughout the systems in SEND. Parents going through the assessment process will be sent the relevant 'Parent Guides' booklet produced by the Local Authority.
8. The parent has the following role:
 - ensure their child is adequately nourished and clothed, acquires adequate sleep and rest and is fully equipped for school.
 - provide the class teacher and SENDCo with any information which may be relevant, including details about their child's health, early development, previous education and behaviour at home;
 - participate in their child's effort to meet their targets;
 - give consent for the school to make a request to put their child onto the next phase of support, should this be needed;
 - sign and returns copies of any home/school liaison arrangements;
 - co-operate with any arrangements made with out-of-school professionals;
 - offer support and encouragement to the child;
 - supervise their child at home when doing any work which will help the child achieve the set targets, as agreed at the review meetings;
 - inform the class teacher or SENDCo about any problems that may occur between meetings;

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- attend all review meetings

Pupil participation

1. In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.
2. All children are made aware of their targets and are involved at an appropriate level in setting targets. The class teacher will discuss their progress with the pupil and obtain their views before each target review. Children are encouraged to make judgements about their own performance against their targets. These will be recorded on a Pupil Profile sheet. We recognise success here as we do in any other aspect of school life.
3. Children with an EHC Plan are given opportunities to review and reflect on their work and attainment with the class teacher or TA. They will be aware that there is ongoing interest and encouragement regarding their progress towards the achievement of the targets. The children's thoughts and achievements will be recorded on a display presentation board for Annual Reviews with help from the TA. Where appropriate the child will be invited to the annual review to show examples of their work, photos and achievements.

Allocation of resources

1. The SENDCo is responsible for the operational management of the specified and agreed resources for special needs provision within the school, including the provision for children with EHC Plans.
2. The Head Teacher informs the governing body of how the funding allocated to support special educational needs has been employed.
3. The Head Teacher and the SENDCo meet regularly to agree on how to use funds directly related to EHC Plans. The SENDCo draws up the resources bid when the school is planning for the next school improvement plan.

Monitoring and evaluation

1. The SENCo monitors the movement of children within the SEND system in school in a detailed tracking system, recording test results and movement on the register.
2. A system of monitoring SEN pupils at Quay showing strategic intervention throughout the school allows the SENCo to:
 - identify the need in each class,

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- be aware of the provision and level of support that each child receives on an individual and year group basis,
 - be aware of any gaps in provision,
 - prevent overloading year groups with interventions,
 - prevent year groups missing out on interventions,
 - ensure staff and resources appropriately matched,
3. To maintain the provision the SENCo:
- Asks for updated information from class teachers each term
 - Audits staff needs (Teacher and TA)
 - Audits class needs
 - Analyses scores
 - Consults experts (Educational Psychologist etc)
 - Reviews success of interventions and cost effectiveness
 - Directs staff to relevant courses
4. The SENCo is involved in supporting teachers involved in drawing up Smart Targets in termly support plans for children. The SENDCo and the Head teacher hold regular meetings to review the work of the school in this area. The SENDCo and the named governor with responsibility for special needs also hold annual meetings.
5. The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. Information is gathered for the SEN information report and the SENDCo reports the outcome of these to the full governing body via the Head teacher. This along with the Local offer are published on the school website.
6. The SEN registers are maintained by the SENDCo and are updated in the Autumn, Spring and Summer term following TSP reviews. These provide an overall view of the level of SEN within Quay Academy.

This document should be read in conjunction with the DRET SEND Policy and will be reviewed together.

Signed:



Date: 19.11.2018