



**PAXTON ACADEMY SPORTS AND SCIENCE
SEND AND DISABILITY POLICY**

SEND AND DISABILITY POLICY 2019-20



INDIVIDUALLY EXCELLENT, COLLECTIVELY BRILLIANT



PAXTON ACADEMY SPORTS AND SCIENCE SEND AND DISABILITY POLICY

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Introduction

Paxton Academy Sports and Science gives every child the opportunity to enjoy learning and achieve their full potential in an emotionally supportive, respectful and inclusive environment. We believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual learning and emotional needs and should allow each child to fulfil their potential. It is recognised that this will be achieved by inclusive practice involving collaboration, input from schools, parents/carers, LA support services, other agencies and the broader community.

The school follows the 2014 SEN Code of Practice, which is a statutory guidance on duties, policies and procedures relating to Part 3 of the 2014 Children and Families Act.

- A child with special educational needs should have their needs met.
- The Special Educational Needs (SEN) of children will normally be met in mainstream schools or settings.
- The views of the child will be sought and taken account of.
- Parents/Carers have a vital role to play in supporting their children's education.

The objectives of our SEN policy are:

- To identify children with SEN/D as early as possible. We endeavour to assess children as soon as possible after entry to Paxton Academy and via continuous assessment.
- To consult with parents/carers to identify the strengths and the needs of the child and to agree on an education plan to build on the strengths and support needs.
- To meet their needs by providing a broad, balanced, relevant and differentiated curriculum, building on learning and achieving.
- To identify and use support available in school to provide the best value for money.
- To refer the child to outside agencies where required and to work together to support families.
- To seek and consider the child's own views wherever possible.
- To have a systematic approach to supporting behaviour and learning needs, preparing children for adulthood.

The Special Educational Needs Co-ordinator (SENCo) with day to day responsibility for the operation of the policy is Jamie Stevenson.

Definition of Special Educational Needs and Additional Needs

Special educational provision is education or training provision that is additional to, or different from, that made generally for others of the same age.

The Code of Practice has adopted four areas of difficulty in relation to Special Educational Needs (SEN):

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



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If there is a concern from teachers or parents/carers that a child has Special Educational Needs, an initial concern form will be completed. Once a need is identified graduated approach (Assess, Plan, Do, Review) should be implemented.

Assess:

In identifying a child as needing SEN/D support, the teacher, working with the SENCO and the child's parents/carers, will carry out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that the support is matched to the need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO will contact them, with the parents' agreement.

Plan:

Where it is decided to provide SEN/D support, and having formally notified the parents/carers, the practitioner and the SENCO will agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed.

Do:

The child's key person (either the teacher or teaching assistant) remains responsible for working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEN/D support. The SENCO will support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review:

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the practitioner and the SENCO working with the child's parents and taking into account the child's views. They will agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents/carers will be given clear information about the impact of the support provided and be involved in planning next steps.

Where a child has an EHC plan, the local authority must review that plan as a minimum every twelve months.

In addition, the school recognises that some children may experience additional behavioural, educational and social needs in response to external factors, for example, home circumstances. We endeavour to support our children at such times through referrals to a range of interventions led by our learning mentor or SENCO.



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Arrangements for coordinating SEN/D provision:

- Class teachers will appropriately differentiate to meet the learning and behavioural needs of children within their class.
- The SENCO will be available as necessary to support and advise colleagues.
- The class teachers will keep a Special Educational Needs file which includes provision maps for all SEN children and other relevant information.
- The provision maps will be updated and reviewed once a term by the class teachers with the support from the SENCO.
- The SENCO will keep a register of all the children with Special Needs.
- The progress of children will be monitored termly, or more regularly as necessary.

Admissions arrangements:

Children will be admitted in accordance with the criteria outlined in the school admissions policy, provided that the Senior Leadership Team (SLT) and the Local Academy Committee (LAC) believe that the child's needs can be met within the school.

Special facilities which increase access to the school for pupils with SEN/D:

- Disabled toilets
- Equality Policy and Scheme
- Accessibly Plan

Information regarding policies for identification, assessment and provision

Allocation of resources:

- The SENCO is Jamie Stevenson.
- All staff are aware of and have access to equipment in school to support SEN/D work.
- Additional specialist support can be requested by arrangement with the SENCO.
- The SENCO receives an annual amount from the school's budget for the purchase of SEN/D materials, support and equipment.
- Parents/carers are acknowledged to be valuable partners in the learning process and are encouraged to help their own children.
- Support staff, teaching assistants and the Learning Mentor work both, in the classrooms under the direction of the class teacher and outside, to support the children with additional needs.
- Additional time from the Educational Psychologist can be requested to advise on specialist approaches to use in the classroom.
- Guidance from CAMHS can be sought to support children, particularly to support children with social, emotional and mental health needs.

Some SEN/D children receive extra individual support following an Individual Education Health and Plan/Individual Behaviour Plan. This may be supported by the teachers and support staff within the school and/or specialist agencies.

Identification/Assessment/Review Arrangements/Procedures:

- The school operates within the requirements of the SEN Code of Practice.
- The school operates in line with the Croydon's Policy for SEN inclusion and provision for Education Health Care Plans.



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- Foundation stage children are carefully monitored for special needs once they have settled into school.
- Pupils are identified as needing extra support through provision maps or individual behaviour plans. Pupils are seen by outside agencies if they continue to make no/limited progress. Their progress is monitored termly or as appropriate.
- Information is exchanged and links maintained from reception to year 6 and at transition into school and to secondary school.
- Individual record keeping and tracking systems are clear, factual and regularly updated, following the child through the school.

Regular review meetings take place to which parents/carers and outside agencies are invited to attend, including Annual Reviews and 'Team Around the Child' meetings. Parents are also invited to attend termly parent-teacher meetings to discuss their child's provision and discuss new outcomes.

The SENCO meets termly with all teachers 1-1 following pupil progress week and provision is adjusted termly to provide the targeted support.

Arrangements for providing access for pupils with SEN/D to a balanced and broadly based curriculum, including the National Curriculum:

- Class teachers differentiate the work presented to children in all areas of the national curriculum and the foundation stage.
- Children with SEN/D are given extra support by class teachers, teaching assistants and the Learning Mentor as necessary. This is directed by the class teacher and co-ordinated by the SENCO.
- Provision maps and individual behaviour plans are written and reviewed regularly with parent/carers and pupils. These are written by the class teacher with support from the SENCO and specialist staff in school.
- TA's and specialist staff deliver group interventions to identified children.
- 'One Page Profiles' are written for children with special educational needs to inform key adults and provide information about how to support them.
- Provision maps monitor interventions and show progress made across 4 areas of development (communication and interaction, cognitive and learning, social, mental and emotional health, sensory and/or physical).

How children with SEN are integrated within the school:

- Individual needs are always taken into account in the teacher's planning and delivery of the curriculum.
- A range of teaching styles and approaches are used, taking into account children's strengths.
- The support and understanding of other children is fostered through the school's ethos of diversity and inclusion.
- Children's individual needs may require that a personalised approach is adopted to meet their needs, for example an individual workstation (Appendix A).

Monitoring the provision of children with SEN/D:

- Termly SEN/D review weeks.
- SEN/D Learning walks.
- Scrutiny of planning, teaching and assessment of children with SEN/D.
- Focussed group sessions with pupils and their parent/carer.



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- Lesson observations focussed on the teaching of children with SEN/D.
- Monitoring of the tracking and progress made by pupils with additional needs.
- Scrutiny of provision maps.
- Observations of interventions and the evaluation of interventions.
- SENCO takes part in pupil's progress meetings and helps to adapt provision accordingly.

Criteria for evaluating the success of the school's SEN/D policy:

- To have identified children with SEN/D at the earliest stage possible. Aiming to identify the majority of SEN/D needs within the first 2 years of a pupil joining the school.
- To have followed the code of practice for SEN/D.
- To have catered for the child's needs as far as possible within school, and to have referred them to an outside agency if appropriate.
- To have met the child's individual needs to ensure that they are fully included and make measureable progress.

Arrangements for considering complaints about the school's SEN/D provision:

- We have an open door policy for parents/carers to arrange to see staff, the Principal and/or the SENCO to discuss individual problems.
- There are clear procedures of communication, Class Teachers -> Phase Leader -> SENCO -> Principal.
- Parents/carers are given the opportunity to contact outside agencies where appropriate.
- Feedback will be given to parents/ carers about what has been done following their concerns/complaint.
- All complaints are dealt with sympathetically and expediently in line with the School's Complaints Policy.

The school's arrangements for SEN/D training:

- The SENCO has attended SEN/D and Inclusion training and attends SENCO network meetings to keep abreast of new developments.
- Changes in policy and procedures are shared with staff. All staff are familiar with the SEN Code of Practice.
- Information is regularly updated by liaison with EPs and other external agencies.
- SENCO meets termly with staff to feedback information and developments.
- SENCO attends network meetings with other schools to share good practice.
- Inset times and staff meetings are designated to SEN/D throughout the school year.
- Outside agencies support training for staff as appropriate.

Use made of teachers and facilities from outside school, including support services:

- Educational Psychology Service
- Speech and Language Therapy Service
- School nurse
- Health Visitors
- Paediatrician
- LAC Team
- Social Services
- Child and Adolescent Mental Health Services (CAMHS)
- Occupational Therapy



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- Pupil Referral Unit (PRU)
- Parent Support Groups
- Children's Centre

Arrangements for partnership with parents/ carers:

- The school recognises the relationship between the parent/carer and the school plays a vital role in the child's educational development and serve to influence the effectiveness of any school based support.
- An open door policy exists at all times where parents are welcome to arrange an appointment with the Class Teacher to discuss their child. The SENCO will attend as appropriate.
- Class teachers and the SENCO maintain ongoing informal dialogue with parents, so that a comfortable relationship exists and when, if it becomes necessary, more formal meetings are needed.
- Provision Maps and Individual Behaviour Plans will be reviewed termly and new targets set with parents/carers and children.
- The school leads 'Team Around the Child' meetings for children with additional needs on a regular basis. Parents attend these meetings and are given the opportunity to discuss their child's needs.
- The school actively signpost parents to support agencies.

Links with other mainstream schools and special schools:

- The transfer of information and records between schools is carried out quickly and sensitively.
- Where possible and appropriate, there is personal liaison between appropriate staff.
- Additional transition visits can be arranged if appropriate.
- Special schools outreach support is accessed for children with additional needs when needed.

Links with Health, Social Services, Educational Welfare and voluntary organisations:

- The school will request and /or provide information as appropriate.
- The SENCO will refer, in partnership with parents/carers, to specialist agencies for assessment, where appropriate.
- The safeguarding lead and Deputy safeguarding lead will attend case conferences and reviews.
- The SENCO will arrange and attend multi agency meetings as necessary.
- All school staff will endeavour to foster and maintain good relationships with all external agencies.
- 'Team around the Child' meetings take place every 6-8 weeks to discuss and ensure a joined up approach to supporting children with additional needs with external agencies.
- See the safeguarding policy for more information.

Pupils with medical conditions

The school is an inclusive community that aims to support and welcome pupils with medical conditions. The school understands its responsibility to make the school welcoming, inclusive and offer support to all pupils with medical conditions, providing them with the same opportunities as others at the school.

For more information see the medical conditions policy.



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Requesting EHC needs assessment

The majority of children's needs will be met at the SEN/D support stage, however if there are ongoing concerns and a child is making less than expected progress, an education health and care needs assessment may be considered appropriate.

An initial 'Team around the Child' meeting will be held where specialist school staff, parents/carer and external agencies decide to make a request for an EHCP. This must be completed on the Croydon council request form. The request is sent to Croydon, with supporting evidence from external agencies. If the request is accepted, a multi-professional EHC assessment TAC with the parents/carers and young person (where appropriate) will be held. The purpose of the meeting is to confirm and agree outcomes for the child and propose the provision needed to achieve these outcomes. From the initial request to agreement of the plan is a 20 week timescale.

Parents/carers also have the right to make the request themselves and can do so directly to the local authority. Independent support is available through Croydon SENDIASS (Part of KIDS charity)

Policy Sign off – Special Educational Needs and Disability

	Reviewer	Approver	Date
Reviewer / approver	Jamie Stevenson (Inclusion Manager) /Monika Mclvor (SENCO)	LAC	Autumn 2019
Next Review			Autumn 2020



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Appendix A

Example of an individual workstation

