

**Academy for Character and Excellence**

ACE – SEND Policy

Reference: SH /01

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| Policy date | **September 2017** | **Statutory Policy – must be on website** |
| Local Governing Board Approval | **November 2017** |  |
| Reviewed and Updated | **September 2017** |  |
| Next Review Date | **September 2018** | **Review cycle every year** |
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| MAT Schools | **Redhills Primary**  **Shaldon Primary**  **Collaton St Mary (Nov 17)**  **Galmpton Primary (Nov 17)** |  |

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**Who should use this policy?**

This policy should be used by the parents and pupils of Shaldon Primary school and any member of the team who need to refer to what support Shaldon Primary school offer to all students with special educational needs and disabilities.

This policy will be reviewed every year by the SEND lead.

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| **Introduction** |
| Shaldon Primary School embraces the needs of all students and has a whole-school approach to special educational needs and disabilities. We aim to provide effective opportunities for all pupils by responding to diverse learning needs, setting suitable learning challenges and overcoming barriers to learning. All teachers teach students with SEND.  Our SEND provision reflects the statutory duties introduced by the Special Educational Needs  0-25 Code of Practice 2014, the Equalities Act 2010 for pupils with disabilities. |
| **Definitions** |
| By SEND we mean a learning difficulty or a disability that prevents, hinders or inhibits a pupil from accessing our facilities and resources, limits progress or opportunities and constitutes a significant difficulty. Sensory and physical impairments, specific learning difficulties such as dyslexia and dyspraxia; conditions like ADHD, Autistic Spectrum Condition, mental health disorders and some behavioural, emotional or social difficulties are among the disabilities that might be classed as SEND if they have a significant impact on the pupil’s ability to make progress and take a full part in school life.  Special educational provision means interventions which are additional to, or different from, that made for other students. We escalate and involve support services as needed to ensure progress as part of a graduated response, in line with the SEND 0-25 Code of Practice 2014. |
| **A Graduated Response** |
| **Wave 1 Quality first Teaching (QFT)**  Every pupil has individual targets, whether or not they have a SEND as part of our Wave 1 Quality First Teaching (QFT). The attainment and progress of all pupils is rigorously monitored against age related expectations (ARE) and school expectations in a continuous cycle of planning, teaching and assessing. All teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all pupils in their class even when the pupil access support from teaching assistants or specialist staff.  **Enhanced Quality first Teaching (EW1)**  If a pupil is identified as making less than expected progress this is not necessarily an indication of SEND. The class teacher remains responsible for providing Enhanced Wave 1 (EW1) programmes of work that take into account the differences in pupils’ abilities and aptitudes. This provision usually means differentiated delivery, resources or tasks without involving additional adults. It may also entail targeted one-to-one or group interventions supported by teaching assistants. We actively pursue and engage the support of parents to reinforce interventions at home and to share in the evaluation of progress.  EW1 provision is supported and monitored by the teachers, TA’s, team leaders and the SENCo.  If, despite additional differentiation and interventions, a pupil continues to make less than expected progress the class teacher will, in consultation with the pupil, parent and staff, compile a Pupil Profile/IEP Individual Educational Plan comprising of: -   * Top sheet/ running records * Personalized support strategies employed * Highlighted observations of SEND indicators * Precision records of intervention entry and exit levels   Expertise from the appropriate support service(s) will be accessed in joint consultation with the pupil’s parents. This may involve signposting to the relevant service or the inception of a referral for in-school assessment and support.  The necessity for SEND support may not always be as the result of an individual’s lack of progress. It may for instance be triggered by a need for expert support with speech and language, physical, or sensory difficulties. It may also be as the result of behaviour which impacts on the emotional and physical well-being and safety of other pupils thus preventing their learning and progress.    Long term targets will be added to the pupil profile. In addition, an Individual Provision Plan (Appendix 4) will be created detailing the short term targets. This document belongs to the pupil and ownership of targets lies with them as well as staff and parents.  **Education Health Care Plan (previously a Statement)**  If a child’s needs remain a significant cause for concern despite an individualized programme of sustained intervention, the support services, school and parents may consider that help is needed from outside the school’s resources. A request for an Education Health Care Plan will be submitted to the 0-25 SEND team, where the Case Officer and the panel will decide whether to proceed with the Education Health Care Plan. If an Education Health Care Plan is issued it will be reviewed annually with all parties involved submitting their views and reports. |
| Monitoring and Evaluation |
| This SEND policy is reviewed by Governors annually. When a pupil has been identified as having a SEND need, we will support by removing barriers to learning by having effective SEND strategies in place.  This will be established by the teacher, TA, SENCo, team leader and head teacher working and monitoring effectively together. SEND (SIP) and SEND reports will be monitored and shared with SEN Governor and shared at governors meetings.  Teaching and supporting pupils with SEND is a whole school responsibility requiring a whole school response. |