



LANSDOWN PARK ACADEMY

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Special Educational Needs and Disability Policy

September 2019-2020

Approved by: Academy Council

Date: September 2019

Next review due by: July 2020

Lansdown Park Academy

Special Education Needs & Disability POLICY

This policy is written in line with the requirements of:- Children and Families Act 2014 SEN Code of Practice 2014 SI 2014 1530 Special Educational Needs and Disability Regulations 2014 Part 3 Duties on Schools – Special Educational Needs Co-ordinators Schedule 1 regulation 51– Information to be included in the SEN information report Schedule 2 regulation 53 – Information to be published by a local authority in its local offer Equality Act 2010 Schools Admissions Code, DfE 1 Feb 2012 SI 2012 1124 The School Information (England) (Amendment) Regulations 2012 SI 2013 758 The School Information (England) (Amendment) Regulations 2013.

This policy should be read in conjunction with the following Academy policies: Engagement Policy, Equal Opportunities Policy, Safeguarding Policy, Inclusion Policy, Curriculum Policy, Teaching and Learning Policy, Marking Policy, and Complaints Procedure. The policy is written for the benefit of all members of the Academy community to ensure that the potential of every child is maximised, irrespective of ability, disability, race, gender and social origin and to enable equality of access to the curriculum in an environment where every child is valued and respected.

This policy was developed in consultation with parents/carers, Academy teaching staff and representatives from the Academy Council and will be reviewed annually.

Definition of SEN

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 if he or she: (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. SEN Code of Practice (2014, p 4).

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ SEN Code of Practice (2014, p.5.)

The new Code of Practice (2014) provides an overview of the range of needs, which are divided into 4 broad areas. These areas are:

- Communication and Interaction
 - Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and or Physical Needs.

The aim

The overall aim of this policy is to improve the outcomes for every child. Pupils within the provision often arrive with literacy and numeracy levels below their chronological age. Many come with a history of failure within key subject areas and have made little progress throughout their primary and secondary education. Most have at some point been identified as having moderate learning difficulties and/or behavioural difficulties. The initial aim of all teaching within the provision is to help pupils to reach a functional level which will enable them to cope with the demands of life after education. This will be achieved by:

- Enabling pupils to reach their full potential.
- Enabling successful transition of pupils to their next educational establishment and beyond.
- Removing barriers to achievement and offering personalised curriculum to meet the needs of the individual.
- Providing continuing professional development for teaching and support staff in areas of SEN.
- Regular monitoring of the progress and development of all pupils throughout the Academy.
- Providing high quality teaching that is differentiated and personalised to meet the needs of every individual.
- Following a comprehensive and structured approach to assessing, identifying and responding to individual needs.
- Ensuring that all Academy Council members are up-to-date and knowledgeable about alternative provision.

Lansdown Park Academy SENDCo is: Ms Antonia Ashwin

SENDCo responsibilities:

1. Working with staff to identify students with SEN
2. Maintaining and updating the SEN Record
3. Advising staff on issues relating to SEN
4. Liaising with external agencies such as the Educational Psychologist
5. Assisting staff with fulfilling the requirements for EHCP's
6. Preparing Risk assessments on individual pupils
7. Working with the Learning Mentors to provide individual support packages

Arrangements for assessing and reviewing the progress of pupils.

All new pupils are assessed during the Induction period. Staff are informed of the results in Pupil Focus meetings where support strategies are discussed and concerns forwarded to the SLT. Pupils complete Access to Reading and Mathematics Tests, a Spelling test, Dyslexia screening and Speech and Language Progression Tool assessment when appropriate.

All pupils have an entitlement to the full range of educational opportunities available. It is expected that, given the nature of the pupil intake into the provision, that a significant number of pupils will exhibit signs of learning and behavioural needs. Differentiation within the classroom will meet many of the needs of the majority of pupils. However, those pupils identified as having needs beyond this level will have additional provision made available by the Senior Leadership team. All aspects of intervention and support will be monitored and reviewed by relevant staff. This will ensure that intervention is co-ordinated and meets the ongoing needs of pupils and enables them to progress accordingly.

Assessing and reviewing the progress of pupils p.2

- Annual progress reports are written for all pupils.
- Target setting takes place termly or more frequently, depending upon the needs of the learner through B Squared Connecting Steps and Teacher assessments.
- Bi-Termly pupil progress meetings with parent, pupil and key representative from referring school where relevant.
- Regular Staff meetings enabling staff to share information about individual pupils.
- Pupils are actively involved in reviewing their progress.
- EHCP meetings, Annual Reports and Transition Planning Meetings involving parents/carers, learners and External Agencies where appropriate all contribute to monitoring pupil progress.
- Targets are shared with parents/carers and pupils.

During the first 8 weeks of their programme, key points have been identified on the path SEN pupils take, including initial assessment, EP consultation and Annual Review. In the case of pupils with EHCP's pending, the LEA will name the school the pupil should attend and the level of support required.

Access to Curriculum

All pupils are have full access to a broad, balanced and appropriate curriculum that sets high expectations for every pupil whatever their prior attainment. There is a wide range of interventions, which are personalised to meet the identified learning needs of pupils as necessary. Teachers are responsible for any differentiation and management of LSA's needed to ensure pupils with difficulties have full access to all areas. Students with additional funding may receive support within or beyond the classroom.

Curriculum Areas

English	Maths	Humanities	Information Technology
Science	PHSE	Forest School	STEM
Food Technology	Art & Design	Sport	Enrichment

External Agencies

The Bristol Drugs Project/DHI
Social Services/ First Response
Child & Adolescent Mental Health Services (CAMHS)
South Bristol Primary Mental Health Specialist PMHS
Youth Offending Team (YOT)
Family Intervention Team (FIT) via Early Help
Bristol Parent Carers
KIDS
Barnardo's Against Sexual Exploitation
Learning Partnership West Outreach

Educational Psychology Service

The EP's role is to further assess pupils, to contribute to annual statement reviews, to coordinate multi agency meetings and to give advice on all levels of SEN provision. Advice from the EP reports is communicated to staff and stored electronically (T-drive, Current Pupil File- SEN).

Speech & Language Therapists

Our speech and Language Therapist visits fortnightly to consult with the SENDCo/teaching staff and provide individual assessments for pupils.

School Health Nurse

Health related issues are referred to a school nurses who are onsite once a fortnight and meets with pupils who have self-referred.

Parent Partnerships

Lansdown Park is committed to working closely with parents and carers.

Prior to starting at the school parents and carers are shown around the school, introduced to staff members and sign the Pupil, Home & School agreement.

Engagement Meetings are held either outside or at the Academy every term to discuss student progress and to set targets for the coming term.

Staff also provide weekly feedback and make regular calls to discuss behaviour.

Parents/carers are encouraged to communicate and meet with staff if they have any concerns about their child's educational/personal development.

Parents of SEN pupils are also informed of Supportive Parents, a group consisting of parents of SEN pupils which helps support other parents of SEN pupils.

Parents are consulted regarding EHC plans and statutory guidelines on timescales are adhered to.

Parents and Carers are expected to attend PEP (Pupil Education Plans) and Annual Review meetings, where they are able to contribute their own views.

Criteria for evaluating the success of the SEN policy

We measure how well the school is meeting the identified individual needs of the pupils by the monitoring and evaluation of:

- On-going teacher assessment and the recording of progress on the pupil's individual education plan.
- Pupil tracking with targets set in relation to outcomes of B squared Assessment progress guidelines.
- Evaluating targets set for individual pupils.
- Monitoring and evaluating the curriculum and its relevance to the needs of the pupils
- Annual review procedure and progress towards outcomes.
- Parent views
- Pupil voice
- School Improvement Partner visits and reports.