

The Federation Of Angel Road Schools



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Special Educational Needs and Disability Policy

Reviewed and Updated by:
School Oversight Team

Approved by the Full School
Oversite Team on Thursday 2nd May

Next due for review: June 2022

Angel Road Infant and Junior School

Rationale

At Angel Road Infant and Junior School we are committed to providing a curriculum that the children enjoy and inspires them to develop interests and ambitions. We promote a caring, secure and happy atmosphere for adults and children where team work and friendships are valued. We aim to create an inclusive federation of schools where behaviour and attitudes help children learn. We also believe in helping children, their families and staff make healthy choices to support their well-being. We support parents to help their children learn and develop. Furthermore, we ensure high quality teaching, helping children to reach high standards and to gain an understanding of the world around them.

The new Code of Practice (2015) states that all children and young people are entitled to an education that enables them to make progress so that they: achieve their best; become confident individuals who live fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

We know that all children with a Special Educational Need (SEN) must have their needs recognised and assessed, with appropriate and timely intervention put in place.

Objectives

All staff must promote disability equality. The schools objective is to provide an appropriate curriculum which:

- Delivers suitable learning challenges.
- Meets the students' diverse learning needs.

In order for this to happen, provision for students with SEN Support and EHC Plans is the responsibility of both schools.

Therefore, in accordance with the Code of Practice, Angel Road Infant and Junior School will:

- Identify and address the SEN-D of the pupils we support.
- Monitor closely to ensure that a child with SEN-D gets the support they need.
- Use the assess, plan, do and review cycle to support the children's needs.
- Guarantee that all students with SEN are offered full access to a broad, balanced and appropriate mainstream curriculum, which sets high expectations for all students, irrelevant of prior attainment.
- Understand each individual child with SEN-D's barriers to learning, to support their progress in mainstream education, ensuring inclusion.
- Involving both the individual child and their parents in their education and ensuring they all understand the support which is in place for them to make progress.
- Work with parents to empower them to make an active and knowledgeable contribution to their son/daughter's education.
- Designate a teacher responsible for the coordinating of SEN provision i.e. SENCo.

Context

"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.

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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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions". (Code of Practice, 2015)

The new Code of Practice (2015) provides an summary of the barriers to learning, which are experienced by children with SEN-D. This is divided into 4 areas:

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

Within Angel Road Infant and Junior School SEN Information Report there is a clear breakdown of the different needs within our schools. There is also a provision map which explains how we support the children to overcome the barriers to their learning and what support is in place for them.

Implementation of the Policy

The objective of this policy is to improve the outcomes and lives for every child with SEN in all the areas outlined in the Special Educational Needs Code of Practice.

This will be achieved by these (specific) outcomes:

- **Making SEN provision an integral part of each School Improvement Plan.**
- **Enabling identified pupils with SEN to reach their full potential.**
- **Enabling successful transition of SEN pupils from their previous educational establishment and beyond their life in the school.**
- **Removing barriers to achievement and offering alternative / personalised curriculum to meet the needs of the individual.**
- **Enabling all SEN students to join in the activities of the school together with pupils who do not have SEN, as far as is reasonably practical.**
- **The quality of teaching students with SEN and progress made by students is a core part of the school's performance management arrangements.**
- **Professional development of teaching and support staff in the area of SEN is key to the quality of Teaching and Learning of students with SEN.**
- **Regular monitoring of the progress and development of all pupils through learning walks, book scrutinies, intervention plans etc.**
- **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 appropriate staffing and funding is in place for pupils with SEN.**
 - **Ensuring that all members of the School Oversight Team are up-to-date and knowledgeable about the Schools' SEN provision and Inclusion overall.**
 - **Involving the full School Oversight Team in the future development and monitoring of this policy.**
 - **Ensuring that the school has an SEN Information Report, which is updated annually.**

Staffing and professional development

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The Leadership Team will take active steps to ensure that its workforce is both aware of and adheres to the aims and stated outcomes that are contained in this policy. This will be reflected in the framework of professional development and staff training.

Consultation

This policy is created with the support of the school Assistant Headteacher/SENCo, the Headteacher, and the School Oversight Team.

Monitoring and Review

The School Oversight Team will review this policy every 3 years and assess its effectiveness and implementation. Any deficiencies identified shall be corrected and used to inform review of the policy, which will be promoted and implemented throughout the Academy.

The Assistant Headteacher/SENCo will report on the effectiveness of the policy to the School Oversight Team as and when guidelines or best practices have materially changed or at a frequency requested by the Trust.