

Special Educational Needs and Disabilities Policy

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**Reviewed: September 2024**

**Approved by: Chair of Governors**

**Next Review: July 2025**

## Introduction

At Concordia Academy all staff and Governors are committed to providing all students with equal access to the curriculum, where possible, regardless of any special educational need they may have.

A child has a special educational need if he or she has a need that calls for interventions that are additional to or different from those provided as part of the usual classroom provision.

Needs include the children's academic (learning and cognition), physical and sensory, social and/or emotional/behavioural, which are identified as giving cause for concern

## Guiding principles

Concordia Academy aims to build an ethos through which all students are valued, where we celebrate diversity of experience and achievement.

Provision for Special Educational Needs and Disabilities (SEND) is a whole staff responsibility and all students are entitled to have access to the same curriculum and to all the experiences and activities provided by the school.

It is the intention to meet children's special educational needs through a carefully planned, well balanced and broad curriculum which reflects differentiation and need.

## Objectives

- ➔ Promote equal opportunities and access for all the children, whatever their gender, background, race, sexual orientation or abilities.
- ➔ Remove barriers to learning.
- ➔ Ensure that current resources are employed and deployed, to provide a range of support that is able to match children's individual needs as far as possible.
- ➔ Establish clear structures and school procedures based upon the 2014 Code of Practice, along with a system of record keeping mechanisms to monitor and evaluate.
- ➔ Develop whole school early identification and assessment procedures that will lead to appropriate planned intervention. This may include learning programs for individual children, small groups and /or whole class.
- ➔ Find effective ways of informing and consulting with all parents about SEND in the school, and for supporting and working in close partnership with those parents who have children with Special Educational Needs.
- ➔ Liaise with relevant outside agencies to provide first hand direct support for children who are entitled to further guidance.
- ➔ Establish a clear structure of on-going support and training for the school's SEND staff, teaching and non-teaching.

## Purpose of Policy

Concordia Academy seeks to ensure that there is a whole school agreement and clarity on procedures and practices. All staff are clear on the aims and objectives of the school's approach to SEND.

The responsibilities of the SEND staff are made clear, along with those of the Headteacher and Governors, in light of the 2014 Code of Practice.

Mechanisms for identification, implementation, and evaluation of SEND provision and practice to be established and with reference to the requirements of the 2014 Code of Practice.

### **Role of Special Educational Needs and Disabilities Coordinator**

The Special Educational Needs and Disabilities Coordinator is responsible for:

- the development of the whole school day;
- the day-to-day implementation of the SEND Policy;
- whole school INSET and staff development in the area of SEND;
- managing the on-going support, supervision, and training of the school's SEND support staff;
- planning with, liaising and advising colleagues;
- coordinating the provision for all pupils with SEND;
- carrying out assessments, drawing up Pupil Passports (Individual Education Plans) and setting targets, in consultation with the class teacher and parents/carers;
- the organisation and provision of SEND resources and materials, within the school's current SEND budget;
- maintaining the school's SEND register and overseeing records on all students with SEND;
- monitoring the implementation of Pupil Passports and managing periodic reviews;
- working alongside the Educational Psychologist when a request for a statutory assessment has been made to the LEA;
- planning learning programs for high needs children and organising Statutory Annual reviews;
- informing and liaising with parents/carers when any outside agencies are required to provide support with their child;
- monitoring whole school planning to ensure that differentiation is in place and that all children are given access to a relevant curriculum;
- establishing effective mechanisms for parental involvement and information sharing;
- liaising with external agencies i.e. Educational Welfare, Educational Psychology, Speech and Language Team, Child Guidance, Medical Services, Learning support services etc.;
- maintaining good working relationships with children's centres and other early years establishments to manage successful transition for children with SEND;
- maintaining good working good working relationships with early years settings and secondary schools to manage successful transition for children with SEND.

### **Identifying SEND and reviews**

The school recognises the importance of early identification and intervention for children with SEND. Through base-line assessments and parental interviews in the early years we are able to record children's needs as they come into school. The school has established whole class screening procedures for every child. This takes the form of termly student progress reviews.

The school has a well-established system for writing Pupil Passports, this process is updated if and when the need arises.

Advice from outside agencies is taken into account when writing Pupil Passports. Where a child is statemented the requirements of the statement are put in place by an individual learning program.

Pupil Passports are reviewed termly or at a shorter period if needed.

As part of an on-going development plan the school aims to continue to improve its overall record keeping and assessment procedures to enable the SEND team to work more effectively with the class teachers.

### Parental involvement

Concordia Academy recognises the importance of working in partnership with parents/carers in order to offer quality provision in the area of SEND.

The school aims to respond effectively to parental concerns regarding their child's individual needs and act appropriately.

The SEND team will aim to develop effective mechanisms for parental involvement and the sharing of information. We aim to:

- inform parents/carers when difficulties are first identified by the class teacher;
- respond to any concerns raised by parents/carers and arrange meetings with the Headteacher/SENDCo, Assistant SENDCo and/or other relevant staff;
- inform parents/carers about the implementation of any Pupil Passport;
- develop home/school programs for children if the need arises;
- inform parents/carers and get their views when the school is considering contacting outside agencies for further advice and support;
- direct parents/carers to the appropriate agencies if they want to seek further advice and support themselves;
- facilitate meetings between outside agencies and parents/carers when needed.

### SEND provision

Concordia Academy will offer (in liaison with outside agencies in some cases) additional and/or specialist support to students with SEND where necessary. This could include:

- specialist numeracy support;
- extension lessons to boost student progress (1:1 tuition);
- booster classes;
- additional literacy support through targeted TA support in class;
- art therapy support for children with emotional and behavioural needs;
- educational play therapy;
- speech and language support;
- emotional needs support through specific group work;

- therapeutic massage support;
- creative movement groups for building self-esteem and confidence;
- support for children through CAMHS;
- use of learning mentors;
- group support and whole class support;
- a team of 'out of hours' mentors who support children and families at home;
- additional opportunities for children who excel.

The school aims to develop the level of SEND provision for all children and will continue to explore further resources and possibilities to help remove all barriers to learning.

### **Links with other policies**

Accessibility Plan

Positive Behaviour Policy

Equal Opportunities Policy

Teaching and Learning Policy

Safeguarding and Child Protection Policy

Intimate Care Policy