



"A small school with a huge heart."

Policy for Special Educational Needs and Disability

Last Reviewed:
September 2024

Next review due:
September 2025

Introduction

Buildwas Academy is a small, rural school in Shropshire benefitting from its membership in Mighty Oaks Academy Trust. We accept pupils from Pre-school to Year 6 who are currently taught in four mixed-aged classes. We strive to place inclusivity at the heart of everything that we do.

Our approach to meeting the needs of pupils with SEND (Special Educational Needs and Disabilities) is to ensure that all pupils, regardless of their specific needs, make the best possible progress in school and achieve their potential through subtle support and targeted intervention programmes. We endeavour to provide creative learning opportunities that build resilience and nurture our children to evolve into the best versions of themselves. We aim to be as inclusive as possible, with the needs of pupils with SEND being met in a mainstream setting, wherever possible, where families want this to happen.

Aims

Our Policy for Special Educational Needs and Disability aims to:

- Set out how our school will support and make provision for pupils with special educational needs and Disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

This Policy should be read alongside our School SEND Information Report.

Legislation and guidance

This policy and our School SEND Information Report are based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

Definitions

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

The SENCO

The SENCO is Mr Jason Millington. [Mrs Becky Brewer, the SENCO from Priorslee Academy, is currently assuming responsibility for SEND due to Mr Millington's absence from school.]

In accordance with The Special Educational Needs and Disability Regulations 2014, sec 50 (2) they will carry out the following functions and duties.

- Inform parents/ carers of a pupil who is considered to have Special Educational Needs that this may be the case as soon as is reasonably practicable.
- Identify the pupil's special educational needs, and co-ordinate the making of special educational provision which meets those needs.
- Monitor the effectiveness of any special educational provision made, securing relevant services for the pupil where necessary.
- Ensure that records of the pupil's special educational needs and the special educational provision made are maintained and kept up to date.
- Liaise with and provide information to a parent of the pupil on a regular basis about that pupil's special educational needs and the special educational provision being made,
- Ensure that, where the pupil transfers to another school or educational institution, all relevant information about the pupil's special educational needs and the special educational provision made is conveyed to the appropriate authority or (as the case may be) the proprietor of that school or institution.
- Promote the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities.
- Select, supervise and train Learning Support Assistants who work with pupils with special educational needs.
- Advising teachers at the school about differentiated teaching methods appropriate for individual pupils with special educational needs.
- Contribute to in-service training for teachers at the school to assist them to carry out identification, implementing provision, monitoring, record keeping, parent liaison and promote inclusion.
- Prepare and review the school information report which is to be published on the school website.

The SEND Local Academy Committee (LAC) member

The SEND LAC member will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Executive Principal/ Head of School and SENCO to determine the strategic development of the SEND policy and provision in the school
- Consult the LA and governing bodies of other schools, when necessary or desirable, in the interests of coordinated special educational provision in the area as a whole

- Ensure that a pupil with SEND is involved in the activities of the Academy together with all pupils, so far as is reasonably practical
- Report to parents on the implementation of the Academy's policy for pupils with SEND

The Head of School

The head of school is currently the SENCO and will:

- Work with SEND governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

All teachers are teachers of children with Special Educational Needs and Disabilities. Enabling all learners to do well within our inclusive school system is every teacher's responsibility.

Class teachers will:

- Plan whole-class teaching that always uses approaches that are effective for learners with SEND.
- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet every child's individual needs (also known as adaptive teaching/ differentiation).
- Check on the progress of each child and identify, plan and deliver any additional help a child may need, discussing amendments with the SENCO as necessary.
- Meet for Personal Development Plan (PDP) meetings with parents and children, three times a year.
- Ensure that all members of staff working with a child in school are aware of the child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensure that all staff working with a child with Special Educational Needs in school are supported in delivering the planned work/programme the child needs, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensure that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Co-Ordinating And Managing Provision

The Head of School/ SENCO and Executive Principal meet frequently to discuss SEND issues. SEND policy and provision are discussed regularly at staff meetings in order to raise the achievement of children with SEND.

Special needs provision is an integral part of the School Development Plan. The SENCO oversees the provision through provision maps that teachers review and update at least half termly.

The SENCO meets with class teachers and Learning Support Assistants (LSAs) to review progress and to give support and advice. The SENCO advises on the placement of LSAs throughout the school. This is dependent on the Special Needs requirements and may change as the needs of the children change.

Parents/guardians are kept informed by class teachers and are encouraged to be involved in the support of their child whenever possible.

The SENCO also liaises with parents, and pupils with Education, Health and Care Plans have an Annual review with the SENCO. Where there is a concern that parents need extra support, the SENCO and other staff may seek advice, with the parent, from Early Help/ Strengthening Families. If the situation becomes more concerning, the threshold document will be referred to and the process would be used to identify areas for change and engage support from other professionals. (Please refer to the Child Protection Policy.)

Admission Arrangements

Buildwas Academy aims to be as inclusive as possible, with the needs of pupils with SEND being met in a mainstream setting, wherever possible, where families want this to happen. All pupils are welcome, including those with special educational needs, in accordance with the Admissions Policy. According to the Education Act 1996, (Section 316), the school will admit a child with an Education, Health and Care Plan subject to the wishes of their parent unless this is incompatible with the efficient education of the child or other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Specialisms And Special Facilities

When a child has been identified as having a special need prior to starting school or at a different primary school, we discuss this with parents/ carers prior to the child starting school with us. All teachers are teachers of children with Special Educational Needs and Disabilities, and should any advice or support be required; this will be arranged. We will also liaise with previous settings, if appropriate, to ensure that we provide a smooth transition. Advice from external agencies involved with the child will be followed.

At Buildwas Academy, there are two levels to the school site, with the main building at road-level and a demountable classroom at the level of the school playground. There are two disabled toilets, one at each level of the school site. Where a child has a disability the SENCO and class teachers ensure staff are informed and advised on strategies to support the child. If appropriate, other children will also be taught about the disability in a developmental and age-appropriate way. Advice to support the child will be sought from external agencies on how best to meet the child's needs and support their independence (see the Health and Policy for further information on support). This information is available to all staff working with the child in the class blue folder.

Expertise and training of staff

SEND training for staff takes place every year in order to ensure staff are kept up to date and current in their thinking. The nature of this training varies to ensure that staff are as informed

as possible about a wide range of SEND. (Please see our School SEND Information Report about current staff expertise.) If a child arrives at our school with a Special educational need or disability, we have yet to receive training in, we will seek and follow advice from the Specialists working with the child. We would also look to upskill the teachers and learning support staff working with that child at the earliest opportunity.

Identification, Assessment and Provision

All schools in Shropshire receive funding for pupils with SEN in three main ways:

- The base budget (element 1 funding) covers teaching and curriculum expenses as well as the cost of the SENCO.
- The notional SEN budget (element 2 funding) covers the additional educational support required.
- Specific funds may be allocated to pupils with Education, Health and Care Plans, or the Inclusive Schools Fund may be allocated for children at SEN Support level.

Buildwas Academy, as part of normal budget planning, has a strategic approach to using resources to support the progress of pupils with SEND. We provide additional support up to the nationally prescribed threshold per pupil per year. Where the cost of special educational provision required to meet the needs of an individual pupil exceeds this threshold, the school may apply to the Local Authority for Inclusive Schools Funding/Graduated Support Funding or for an Education Health and Care Plan.

Identification, Assessment and Review

Our approach to teaching pupils with SEND is a Whole School Approach. Teachers are responsible and accountable for the progress and development of all the pupils in their class.

The starting point for all children is High Quality Inclusive teaching in which a whole school approach to assessment, planning, implementing, and reviewing is embedded. Wave 1, High Quality First Teaching is the provision available to all children and is referred to in the SEND Code of Practice as being the first step to responding to learners' needs.

Central to this is the Graduated Approach in which an assess, plan, do review cycle is fundamental.

Assess:

A clear analysis of pupil need is undertaken by the class teacher with the SENCO, if appropriate drawing on teacher assessment and pupil experience alongside prior attainment and progress data. This, where appropriate, should be compared to peers and national data.

Plan:

A plan should be made to address gaps in knowledge and understanding.

Do:

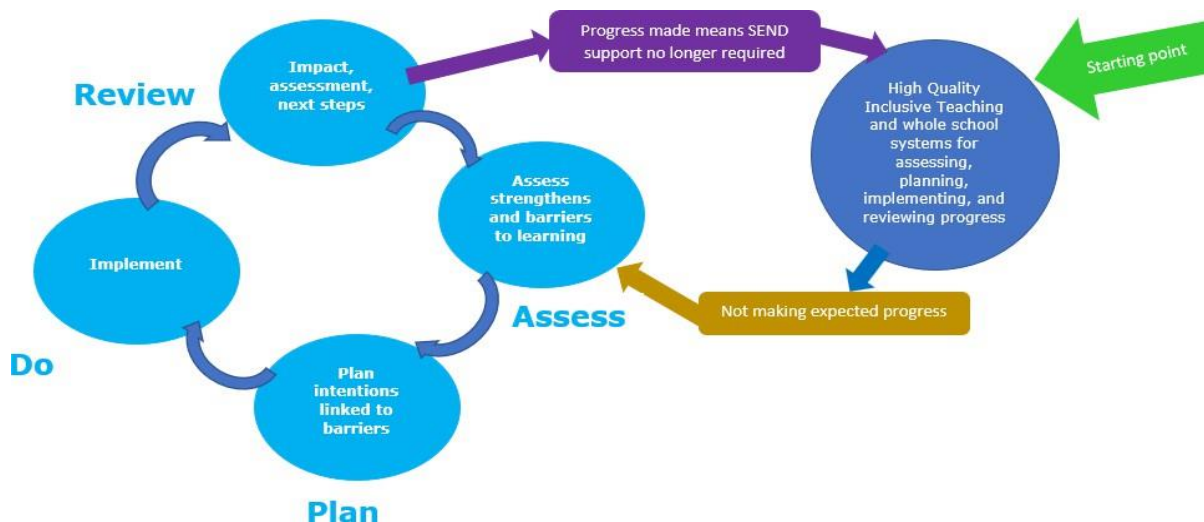
The planned support and if necessary, interventions are then carried out.

Review:

The effectiveness of the support and interventions and their impact on the pupil's progress will be

reviewed inline with an agreed date.

This is the approach set out on the SEND Code of Practice (DfE, 2015) and is consistent with our school assessment process (See MAT Assessment Policy) in which all of our children are assessed at regular intervals.



In some instances, despite High Quality Inclusive Teaching (Wave 1 – universal provision), some children will not make progress. These children require access to resources and support which is over and above, and different to their peers and will move into Wave 2 provision in which the class teacher in discussion with parents may use short-term, time bound interventions to close the gaps in learning. Slow progress and low attainment do not necessarily mean a child has special educational needs.

If further assessment and support is, then deemed necessary the SENCO will become involved and may decide to involve other external agency professionals. The child will then move to a Wave 3 level of support. Moving a child to Wave 3 support will always be undertaken in consultant with parents. Pupils and parents will be asked to add their contribution to the referral form and parents will be provide with the opportunity to talk with the external agency professional. Buildwas Academy recognises parental partnership are paramount and aims to work collaboratively with all parents to secure the best possible outcomes for the children in our school.

Where a child is needing support at Wave 3 they will be included on the schools provision map, records of intervention carried out will be maintained and a Target Learning Plan will be written in collaboration with both the child and their parents. These agreed outcomes will be reviewed regularly. A register of pupils with SEND is a legal requirement and parents will be informed of the decision to place their child on the register.

Where, despite the school providing SEND support, a child has not made expected progress, school and parents may consider requesting support from the Local Authority (LA). If the child lives in the Telford and Wrekin Local Authority, Additional Inclusive Funding or an Education, Health and Care assessment may be carried out by the local authority. If the child lives in the Shropshire Local Authority, an Education, Health and

Care assessment may be carried out by the local authority. The LA will expect to see evidence providing at least two cycles of the graduated response. Reviews of children with SEND support are held each term as part of the parent/teacher meetings, and led by the class teacher. They provide an opportunity for parents to share their concerns and, together with the child and teacher, agree aspirations for the pupil. Where necessary the SENCO/ Head of School may attend these meetings, or additional meetings may be set up.

Provision

Provision for children with SEND is additional to or different from the school's usual differentiated curriculum and strategies. It is a graduated response (please see this section of our School SEND Information Report). Interventions delivered as part of this graduated response will be recorded on intervention paperwork and included on the school provision map.

Categories of Special Educational Need:

The SEND Code of Practice (DfE, 2015) identifies four broad areas of need. Children may have a need which spans one or more of these areas:

Communication and interaction

- ◆ Speech, Language and Communication Needs including speech production and developmental and language disorder
- ◆ Autistic Spectrum Disorder, including Asperger's Syndrome and Autism

Cognition and learning

- ◆ Moderate Learning Difficulties (MLD)
- ◆ Severe Learning Difficulties (SLD)
- ◆ Profound and Multiple Learning Difficulties (PMLD),
- ◆ Specific Learning Difficulties, including dyslexia, dyscalculia and dyspraxia

Social, emotional and mental health difficulties

- ◆ Behaviours that reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.
- ◆ Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or attachment disorder

Sensory and/or physical needs

- ◆ Hearing Impairment
- ◆ Visual impairment
- ◆ Physical disability
- ◆ Multi-sensory impairment

Supporting pupils with medical conditions

Where children with SEND also have medical needs, their provision is planned and delivered in a coordinated way with the medical care plan. School has regard for the statutory guidance supporting pupils at school with medical conditions (DfE, 2014).

Curriculum Access and Inclusion

Buildwas Academy strives to be an inclusive school, engendering a sense of community and belonging through its:

- inclusive ethos
- broad and balanced curriculum for all pupils
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all children

Evaluating Success

Parents/guardians, staff and pupils meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success.

The success of the school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by SENCO and subject coordinators
- Analysis of pupil tracking data and test results – for individual pupils and for cohorts
- Monitoring of procedures and practice by the SEND governor three times a year
- School self-evaluation
- Monitoring the quality of Personal Development Plans, Provision maps, Review meetings and intervention records
- The Academy Improvement Plan

Complaints Procedures

Any parent dissatisfied with any aspect of SEND provision should, in the first instance, discuss any concerns with the class teacher and/or SENCO. In the event of a parent/carer not being satisfied with provision after contacting the class teacher and/or SENCO, they should make an appointment with the Headteacher to discuss their concerns. If these concerns remain, the governor with SEND responsibility will bring the matter to the attention of the governing body. The appeal procedure is detailed on the Academy's website in the Complaints Policy.

Monitoring and Review

The implementation of this policy will be monitored by the SEND Governor. This policy will be updated in line with new initiatives together with any streamlining of school processes. This policy will be reviewed every two years. It will be approved by the Local Academy Committee.