



John Madejski Academy SEND Statement of Procedures

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Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy November 2016
- Accessibility Plan
- Teachers Standards 2012

We are committed to ensuring that all students at John Madejski Academy receive the education that is right for them and supports their progress in all areas of their lives.

Our students with Special Educational needs may need particular support to ensure that they reach their full potential and we believe that excellent Special Educational Needs provision is important to ensure that all students are able to succeed and feel valued at school.

1.0 Definition and Aims

John Madejski Academy aims to provide high quality teaching that is differentiated and personalised to meet the individual needs of the majority of students. Some students need educational provision that is additional and different to this. This is special educational provision under Section 21 of the Children and Families Act 2014.

A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if she or he:

- 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 educational facilities of a kind generally provided for others of the same age in mainstream schools

Aims and objectives:

The Governors and staff of John Madejski Academy recognise that all students have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all students can develop to their full potential and become confident, independent individuals.

At John Madejski Academy we aim to:

- ensure that our curriculum is responsive to all students, whatever their individual need
- promote positive attitudes and individuals' confidence, ensuring all students experience success
- identify, assess, record and regularly review students' special educational needs
- encourage parents/guardians to be involved in planning and supporting at all stages of their child's development
- make effective use of support services.

1.2 Roles and Responsibilities

Provision for students with special educational needs is a matter for John Madejski Academy as a whole, in line with the 2014 SEND Code of Practice.

1.2.1 Governors

There is a SEND Governor. The SENCo and SEND Governor liaise regularly to discuss provision within the school for all students with SEND.

The Governors of John Madejski Academy, together with the Headteacher, have a legal responsibility for overseeing all aspects of the school, including provision for students with special educational needs, and for doing their best to ensure that the necessary provision is made for any student who has special educational needs. They should determine the school's general policy and approach to provision for students with special educational needs and establish the appropriate staffing and funding arrangements.

An appointed representative from the governing body is actively involved in self-review, with the Headteacher and SENCo, of the provision for students with special needs and implementation of the policy within the school. SEND is a standing item on the Governors agendas.

1.2.2 Special Educational Needs Coordinator (SENCo)

The SENCo works closely with all staff, the Headteacher, parents/carers and outside agencies ensuring the best possible provision for students with special educational needs.

The SENCo is responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for students with SEND
- ensuring the involvement of parents/guardians from an early stage and liaising with parents of students with SEND
- advising on a graduated approach to providing SEND support, liaising with and advising other members of staff
- helping to identify students with special educational needs, assessing and planning for progress
- maintaining the school's special needs register
- advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- *liaising with parents/carers of children in Years 5 and 6 with Statements/EHCPs over KS2-KS3 transition
- working in partnership to ensure that the curriculum meets the needs of SEND students
- liaising with early years' providers, other schools, educational psychologists, health and care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support agencies
- liaising with potential and next providers of education to ensure a student and their parents/carers are informed about options and a smooth transition is planned
- managing teaching assistants, in liaison with Key Stage staff - liaising with Heads of Department, Pastoral Heads and other key staff over the deployment, training and effectiveness of Teaching Assistants
- supporting the professional development of all staff including teaching assistants regularly liaising with the governors' representative

1.2.3 Headteacher

The Headteacher has overall responsibility for the management of provision for students with special educational needs and keeps the governing body fully informed and works closely with the SENCo.

1.2.4 Teaching Staff and Support Staff

All staff should be familiar with this Policy. Staff at John Madejski Academy are involved in the development of the school's SEND policy and implement the procedures for identifying, assessing

and making provision for students with SEND, including planning for differentiation. The identification of SEND is built into the overall approach to monitoring the progress and development of students.

All teachers are responsible for the progress of all learners including those with a special educational need. Class teachers are responsible for working with students on a daily basis and closely monitor students involved in interventions away from the main class. Teachers work closely with the teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

1.3 Co-ordination and managing provision

The Headteacher and SENCo meet frequently to discuss SEND issues. The SENCo meets with class teachers to give support and advice. SEND policy and provision are discussed regularly at both staff and departmental meetings in order to raise the achievement of students with SEND.

The SENCo oversees the provision using provision mapping. The SENCo meets regularly with Teaching Assistants to review progress and give advice, and monitors the placement of TA support throughout the school. This is dependent on the special needs requirements and this placement may change as the needs of students change. There is opportunity for informal daily contact between staff to discuss concerns.

Parents/guardians are kept informed by teachers and are encouraged to be involved in the support of their child whenever possible. The SENCo also liaises with parents and students with statements or Education, Health and Care Plans have an Annual review with the SENCo. Where there is a concern that parents need extra support, the staff would refer them to the Student Welfare Officer. If the situation becomes more worrying, the CAF/TAC process would be used to identify areas for change and engage support from other professionals.

1.4 Admissions arrangements

John Madejski Academy strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All students are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), the school will admit a child with a Statement or Education, Health and Care Plan subject to the wishes of their parent/carer unless this is incompatible with the efficient education of other students, and there are no reasonable steps that can be taken to prevent the incompatibility.

1.5 Specialisms and special facilities

Students' specific needs are discussed with parents/carers when admission to school is requested. The previous school and support agencies are contacted should this be appropriate. All staff have responsibility for teaching students with learning

difficulties/disabilities and should any specialist advice be required, this will be arranged and acted on as appropriate.

The school has access for wheelchairs. Suitable toilet facilities are available. Where a child has a disability the SENCo and class teachers make sure that all adults are informed about effective management strategies and that other students are made aware as appropriate. Advice is sought from outside agencies on how best to provide for the child's needs and this advice is accessible to the adults working with the child through the purple files. Arrangements are made to allow as much independence as possible, but with support available as and when necessary (see Health and Safety Policy, Equality Policy and Accessibility Plan).

1.5.1 Specialist training among the staff

Staff training is undertaken in various aspects of SEND according to the needs of the students to ensure that the provision made and support given to students is appropriate and effective. The training needs of the staff including teaching assistants are reviewed as part of the CPD process in school.

2 IDENTIFICATION, ASSESSMENT AND PROVISION

2.1 Allocation of resources

John Madejski Academy, as part of normal budget planning, has a strategic approach to using resources to support the progress of students with SEND. John Madejski Academy provides additional support up to the nationally prescribed threshold per student per year. Where the cost of special educational provision required to meet the needs of an individual student exceeds this threshold, schools are not expected to meet the full costs of more expensive special educational provision from their core funding. The Local Authority may provide top-up funding.

2.2 Identification, assessment and review

The progress of the students is assessed by staff as part of the school's tracking process up to four times a year. Where progress is slow, the first response is high quality targeted teaching. Slow progress and low attainment do not necessarily mean that a child has SEND.

All those working with students are alert to emerging difficulties and respond early.

In deciding whether to make special educational provision, the Headteacher and SENCo consider all the information gathered from within the school about the student's progress, alongside national data and expectations of progress.

Where more specific assessment is deemed to be necessary, this will be carried out by the SENCo, who may then involve other professionals from outside the school. The information gathering will include an early discussion with the students and their parents/carers. John Madejski Academy recognises that parents/carers know their students best and we ensure we listen to and understand when parents express concerns about their child's development. Consideration of whether special educational provision is required starts with the agreed desired outcomes, including the expected progress and attainment and the views and wishes of their parents/carers.

When a child is identified as needing SEND support, the school employs a graduated approach of Assess-Plan-Do-Review adopting the recommended model for Special Educational Needs as set out in the Code of Practice (DfE 2014). The LA SEND Guidance is used as a guide for the identification, assessment and provision for SEND, and the forms provided are used for record-keeping. A register of students with SEND is kept as a legal requirement.

Criteria for identifying SEND may include:

- a child's early history and/or parental concern
- low entry profile
- a students' lack of progress despite receiving a differentiated curriculum
- low achievement in the National Curriculum, i.e. significantly below the suggested level for their age
- requiring greater attention in class due to behavioural/learning difficulties
- requiring specialist material/equipment or support for sensory/physical problems
- * requiring support for examinations and assessments

The SENCo and teachers, together with specialists, and involving the students, parents/carers, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes are agreed and progress reviewed up to three times a year.

Where, despite the school providing SEND support, a child has not made expected progress, school and parents may consider requesting an Education, Health and Care assessment by the local authority. The LA will expect to see evidence of the action taken by the school as part of SEND support.

Reviews of students with SEND support are held regularly and led by members of the Learning Support Department along with teachers. They provide an opportunity for

parents/carers to share their concerns and, together with the child and teacher, agree aspirations for the student.

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Provision

Provision for students with SEND is additional to or different from those provided as part of the school's usual differentiated curriculum and strategies. It is a graduated response to students' individual needs. Such provision is recorded on the SEND Pupil Passport.

The school additionally makes use of alternative provision provided by Reading, as appropriate.

2.2.1 Categories of Special Educational Need

Students' needs and requirements fall into four broad areas, but individual students may well have needs which span two or more areas. For example, a student with general learning difficulties may also have communication difficulties or a sensory impairment.

- Communication and interaction: Speech, Language and Communication needs or Autistic Spectrum Disorder including Asperger's and Autism.
- Cognition and Learning: Learning difficulties; Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia.
- Social, emotional and mental health: Behaviour reflecting underlying underlying health difficulties; Mental health difficulties (e.g. anxiety, depression); Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder.

- Sensory and/or physical: Hearing Impairment; Visual impairment; Physical disability; Multi-sensory impairment.

Supporting students with medical conditions

Where students with SEND also have medical needs, their provision is planned and delivered in a co-ordinated way with the healthcare plan. John Madejski Academy has regard for the statutory guidance supporting students at school with medical conditions (DfE, 2014).

2.3 Curriculum access and inclusion

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

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

Teaching across the school reflects Quality First principles, under which

- * responsibility lies with individual subject teachers to plan for, accommodate and review all levels of SEND within their classes
- * faculties are responsible for developing effective policies on differentiation
- * addressing SEND is a regular feature of faculty meeting agenda

Students on the SEND register have equal access to the curriculum of the school, as detailed in the Accessibility Policy

2.4 Evaluating success

Parents/guardians, staff and students 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 teachers
- analysis of student tracking data and test results – for both individual students and cohorts

- regular monitoring of procedures and practice by the SEND governor three times a Year
- the school's self-evaluation process
- monitoring the quality of Pupil Passports and review meetings

3 PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

3.1 Partnership with parents

John Madejski Academy believes that good communication between parents/guardians and staff is essential, so that parents can share their knowledge and expertise about their child. This is important in enabling students with SEND to achieve their potential. Parents are always welcome to visit the school to discuss any concerns about their child with teachers, at a mutually agreed time.

There is opportunity for parents to discuss their child's needs, progress and strengths at parents' interviews and special needs review meetings. Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress.

Wherever possible, parents are involved in any strategies instigated, and we aim to support parents with their child's difficulties if necessary. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour.

Information about the Parent Partnership Service is given to parents, so they may use it if they wish, and information is available for parents of students with learning difficulties/disabilities in school. Parents have right of access to records concerning their child.

3.1 The voice of the child

All students are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. In John Madejski Academy we encourage students to participate in their learning by being present for at least part of review meetings, depending on their level of maturity, to share their wishes and feelings with families and staff.

This is difficult for some students, so it is important to recognise success and achievements as part of the review process as well as addressing any difficulties. Students are encouraged to take part in the reviews and be part of the evaluation of their successes and needs.

3.2 Links with other agencies, organisations and support services

The school is able to call upon the expertise of a wide range of support services. These support services are consulted after consultation with the Headteacher or SENCo, and with the full agreement of parents. For assessment and advice from most of these services a request form must be filled in first, then additional information may be required e.g. the service's own checklist, and information about strategies already in use.

The SENCo holds contact addresses and request forms for other agencies and support services.

3.1 Admission and Transfer arrangements

In accordance with the Education Act 1999 (Section 316), the school will admit a child with a Statement, or Education, Health and Care Plan, subject to the wishes of their parent/carer, unless the placement is either unsuitable to the child's age, ability, aptitude or special educational need, or incompatible with the efficient education of other students with whom the child would be educated.

The SENCo and staff liaise over the external transfer of students with SEND. Placements are considered carefully in order to meet a child's particular needs, and students visit their new class before transfer. Year 6 students transferring to John Madejski Academy have the chance to visit the school during at least one transition day. For students with SEND we have a programme of extended transition including 1:1 visits. Representatives from the John Madejski Academy visit to talk with the students. The SENCo and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEND information is gathered together and records transferred to the new teacher or school.

For students with Statements, or Education, Health and Care Plans, the child's statement should be amended in the light of recommendations of the annual review by 15th February in the year of transfer to ensure that time is available to make necessary transfer arrangements re/needs and provision. The SENCo of the receiving school will be invited to the final annual review in primary schools of students with statements or Education, Health and Care Plans where the particular school has been named.

3.1 Staff development

The school is committed to gaining further expertise in the area of special needs education. Current training includes school-based whole school INSET, training sessions and for TAs, SENCo and TA group meetings, attendance at County meetings and the reading and discussion of documents on SEND. Individual staff development is provided by various higher education institutions. Staff meetings are arranged to respond to the particular needs of the school. Arrangements for the induction of NQTs and new staff into the school's policy and SEND procedures are detailed in the Staff Handbook.

3.2 Complaints procedures

If a parent/guardian is concerned about SEND provision for their child, initial contact should be made with form tutor. A meeting will be arranged, which may include the Headteacher and/or SENCo, to discuss the concern. Parents can request an appointment with the Headteacher directly.

In the event of a formal complaint concerning SEND provision, parents/guardians are advised to contact the Headteacher and follow the Reading LA procedure in the first instance. Parents may also contact the Governing Body.

3.1 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 in two years.