

St Cyprian's Greek Orthodox Primary Academy



Special Educational Needs Policy

Revised: July 2014

Reviewed and ratified by Full Academy Trust

Date: 10/7/14

Signed: *A Tallis*

Name: A Tallis

Position: Chair of Education

Mission Statement

The aim of St Cyprian's Greek Orthodox Primary Academy is to provide its children with primary education of the highest quality in a supportive learning environment through the national curriculum in core subjects, enriched by the progressive teaching of the Greek language and Christian Orthodox religion.

The children will be equipped with the knowledge, skills and spirituality to enable them to achieve their full potential and prepare them for transition to secondary education and to contribute positively to the challenges of a diverse multicultural society.

St. Cyprian's Greek Orthodox Primary Academy vision of inclusive practice

St. Cyprian's Greek Orthodox Primary Academy is an inclusive Academy, empowering a sense of community through its inclusive ethos, broad and balanced curriculum and high expectations for all learners. Children with identified special needs are helped to take as full a part in Academy life by giving additional support or providing an adapted curriculum. Inclusive education at St. Cyprian's Greek Orthodox Primary Academy hence means enabling children to participate in the life and learning of the Academy to the best of their abilities, whatever their needs. St Cyprian's was awarded the Inclusion Quality Mark in 2010.

Definition of special educational needs

Children with SEN (special educational needs) have learning, sensory, physical, emotional or behavioural difficulties that call for special provision to be made. Such children may have needs that affect them for all their Academy life or just part of their Academy.

- Children have a learning difficulty if they show a significantly greater difficulty in learning than the majority of children of the same age.
- Children can be seen to have an emotional or behavioural difficulty if their behaviour has a significant impact on their ability to learn effectively or to interact with other pupils.
- Children have a sensory or physical difficulty if they are prevented from making use of the educational facilities provided for other children of the same age.

Aims and objectives

Our aims are to:

- Set suitable learning challenges and teach a differentiated curriculum so that most children's needs are met within the normal classroom setting.
- Provide an increasingly differentiated curriculum to enable the child with SEN to participate effectively in class activities.
- Develop a partnership with parents/carers, valuing their contribution to their children's progress and by that encouraging them to play a full part in supporting their child's education.
- Give the child a voice in the SEN process of identification and provision.
- Identify staff roles and responsibilities; all teachers have a responsibility in ensuring that children's needs are met.

The SEN Code of Practice 2001 provides for a graduated model for effective Academy based support. It sets out a framework as outlined below.

Early Years Action EYA (Nursery/Reception) or Academy Action SA (Y1-Y6)

A child is placed on Early Years Action/Academy Action when the learning has to be differentiated beyond Quality First Teaching. The SENCo is informed and appropriate provision is planned for the child. A Provision Map is completed to record any additional support the child receives. Parents/carers are kept informed of this process and the Provision Map is reviewed termly where parents/carers are invited into Academy to discuss the impact of the provision and the child's progress.

Early Years Action Plus EYA+ (Nursery/Reception) or Academy Action Plus SA+ (Y1-Y6)

If the child's needs are not being met at SA or EYA then advice is sought from outside the Academy. (Educational Psychologist, Speech and Language Therapist, Occupational Therapist etc.). Observations, consultations and assessments may take place by outside agencies, which can inform teachers in planning the next steps of the child's learning journey. Alternative interventions, additional to or different from those provided at SA or EYA are put in place and the child is placed at SA+ on the SEN register.

Targets are recorded on an Individual Education Plan (IEP), which are specific, measurable, achievable, relevant and within a time frame for the child. The continued effectiveness and relevance of this provision is reviewed termly and the level of intervention can be adjusted e.g. arranging for additional support, seeking further advice from other agencies or removing the child from the SEN register.

Statutory Assessment

If a child continues to demonstrate significant cause for concern, a request for a statutory assessment can be made, either by the parents/carers or by the Academy. A range of written evidence supports the request. If the local authority considers it appropriate then a Statement of SEN is issued detailing the child's difficulties and the provision required to meet those needs. This might include an allocation of support hours as well as detailed curricular provision.

The new Section 316 of the 1996 Education Act, as amended by the SEN and Disability Act 2001, (SEN Code of Practice p107) requires that a child who has SEN and a Statement must be educated in a mainstream Academy unless this would be incompatible with

- the wishes of the parents, or
- the provision of efficient education of other children.

In these situations the Senior Leadership Team are involved in reaching a decision that will consider the learning needs of all the children.

Identification

At St. Cyprian's Greek Orthodox Primary Academy staff aim to make an early identification of children with SEN. Early identification, assessment and provision for any SEN child is very important for the following reasons:

- It can minimise the difficulties that can be encountered when intervention and provision occur
- It can maximise the likely positive response of the child
- It can allow for a temporary learning difficulty to be overcome and for future learning to be unaffected
- If the child's learning difficulty proves less transient when addressed by the Academy alone the external agencies can be brought in earlier and very likely with more success.

At St. Cyprian's Greek Orthodox Primary Academy teachers use a range of assessment tools to assess and identify the following needs:

- Learning needs – teacher assessments are used throughout the Academy.
- Physical needs - staff draw upon medical advice as well as observations from parent/carers and Academy staff.
- Emotional and behavioural needs - teachers discuss concerns with both the parents/carers and children. Teachers use observations and call upon specialist staff from Croydon Education Authority.
- If behaviour is the key cause for concern, the Deputy Headteacher regularly monitors the child and liaises with the SENCo and classroom staff. The child is encouraged to take responsibility for his/her behaviour, make sensible choices and make positive changes.
- SEN statements are formally reviewed annually, according to the procedure given in the SEN Code of Practice 2001. Copies of these reviews are sent annually to the SEN Manager at Croydon Education Authority.

Resources

- Each class has a teaching assistant who supports children in their learning, especially those with SEN. Additional teaching assistants support the learning of individual children at Academy Action +.
- SEN provision is generally organised within the classrooms but sometimes it is more appropriate to support children with their learning out of class in small groups.
- A collection of books and other resources pertinent to SEN are kept in a central location and all staff have access to them.

Monitoring and Evaluating Success

At St. Cyprian's Greek Orthodox Primary Academy we monitor:

- the number of pupils on the SEN register
- the reason why pupils are on the SEN register
- the quality of IEPs
- the implementation of IEPs
- the progress and achievement levels of SEN pupils
- the quality of intervention provided to SEN pupils
- involvement by all staff in INSET courses relating to SEN issues

Partnership with Parents/Carers

Teachers at St. Cyprian's Greek Orthodox Primary Academy acknowledge the important role parents/carers play in the education of their children. Staff inform parents/carers as soon as a child is identified as having SEN and explain the purpose of any proposed intervention. Parents/carers are kept informed of progress and of concerns by formal means (e.g. reviews) and informally by engaging the parents/carers in discussions about the child's learning/behaviour at home and at Academy. Parents/carers are asked to support the targets on the IEP. Parental permission is always sought before seeking advice or making a referral to other agencies.

Pupil Participation

All children, including those with SEN are actively encouraged to take responsibility for their learning.

- It can be done informally by asking them what they think of their learning.
- It can be done by recording their own evaluation by using a simple symbol e.g thumbs up or a traffic light system
- There is an emphasis on self-confidence, making appropriate choices and believing that their opinions count. We recognise the importance of developing positive social skills as well as academic ones.
- Children are shown sensitivity, honesty and mutual respect. They are encouraged to share their concerns through initiatives like Circle Time and PSHE. lessons. (Personal, Social and Health Education)

Staff Development

All staff have the opportunity to develop their skills and knowledge in relation to SEN provision. Training in SEN is given during staff INSET days, twilight courses, staff meetings and release from class to attend specific courses or observe good practice at other Academy ie: topics have included behaviour management, meeting the needs of the autistic child, speech and language therapy, medical issues such as epilepsy, anaphylactic shock, allergies, first aid.

Links with other agencies and Academies

At St. Cyprian's Greek Orthodox Primary Academy we value the contribution of other agencies in the development of the child and their advice is positively sought. The Headteacher, Deputy Headteacher and SENCo liaise with child health services, social services, voluntary agencies and educational welfare services. When needed practical support is requested from Croydon Educational Authority Outreach and their ABC project.

Roles and Responsibilities

- The Headteacher

The Headteacher has responsibility for the day to day management of all aspects of the Academy's work. She keeps the governing body informed and works closely with the SENCo.

- Class Teachers

Provision for children with SEN is a matter for the Academy as a whole; all teachers are teachers of SEN pupils. They ensure that the child's day to day needs are being met; and that the targets specified on the IEP are being addressed in the planning. They organise the Teaching Assistant to ensure that the children with SEN at Academy Action have extra support, enabling them to work towards their targets. They ensure that the child is included in all aspects of classroom life; taking into account specific needs.

- The Special Needs Co-ordinator .

The SENCo has a role in determining the strategic development of SEN policy and provision in order to raise achievement of children with SEN. She oversees the day to day operation of the SEN Policy and co-ordinates provision for children with SEN. She keeps up to date with changes relating to education of children with SEN or disabilities. She attends SENCo forum meetings and other meetings as appropriate. She liaises with outside agencies and organises visits, meetings and observations. She liaises with and advises teachers; assisting them in the management of the child. She keeps copies of all SEN paperwork in SEN files. She keeps the SEN register up to date. Children who enter the Academy, having been identified at their

previous Academy are added to the SEN register. She gathers the evidence required for referrals to the Educational Psychologist, or for statutory assessment. She works closely with the team of SEN assistants. She contributes to the in service training of teachers and support staff. She reports to the SEN governor as required. She works with parents/carers; both with helping their children and with dealing with outside agencies

The Academy Trust

The Governors at St. Cyprian's Greek Orthodox Primary Academy work in co-operation with the Headteacher, to determine, develop and monitor the Academy's general policy and its specific provision for children with SEN. They establish appropriate staffing and funding arrangements, and maintain general oversight of the Academy's work. The SEN member works closely with the SENCo and keeps the governing body informed of relevant new procedures or changes in legislation.

Date of next review: September 2014