

Special Educational Needs and Disability (SEND) Policy

Person responsible for the Policy	Headteacher
Date last reviewed	May 2023
Review Date	January 2024
Is this Policy to appear on the school website	Yes

Introduction

At Churchill Park Academy, we believe that each child should be treated as an important individual. We provide access to a rich, broad, balanced and relevant curriculum matched to individual need. We seek to ensure our pupils benefit from inclusive approaches both in and out of school. We aim to equip our pupils with the skills and knowledge they need to enrich their lives and achieve fulfilment.

Rationale

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) 3.65

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf 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 (January 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012



Policy Statement

At Churchill Park Academy we aim to provide a positive, secure and happy environment where each individual is valued. We believe that our responsibilities are:

- To enable our pupils to fulfil their capacity by providing access to a rich, broad, balanced and relevant curriculum personalised to match their individual needs
To seek to ensure our pupils benefit from inclusive approaches both in and out of school
To equip our pupils with the skills and knowledge they need to enrich their lives and achieve fulfilment. Our core values Inclusion, Independence, Capacity, Community and Excellence are used to measure and challenge our staff to ensure we are providing the best education for our students
- To set appropriate and challenging academic and personal targets for students
- To work in class teams, comprising a qualified teacher and teaching assistants dedicated to providing a safe, happy and stimulating learning environment where all are valued

Inclusion Statement

Inclusion forms one of our five Core values and unpins the work we undertake with our students.

Aims and Objectives

- To provide curriculum access for all pupils
- To secure high levels of progress and achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and careers
- To map provision for all learners to ensure that staffing deployment, resources allocations and choice of interventions is leading to good learning outcomes
- To promote pupils self-esteem and emotional wellbeing to help them form and maintain worthwhile relationships based on respect for themselves and others
- To provide continuing professional development (CPD) so that staff will have the expertise to meet pupils' needs
- To work in a cooperative partnership with all stakeholders and outside agencies to ensure a multi-professional approach is utilised for the best interests of our learners.

Strategies and Support

- Pupils are taught by class teams comprising a qualified teacher, E grade and additional teaching assistants
- Class teams deliver specific individual and small group interventions alongside a personalised curriculum, and are supported by a Key Stage Higher Level Teaching Assistant (HLTA). HLTAs provide sensory, physical, social and academic support within or outside of the classroom. Class teams refer pupils to professionals such as Occupational Health Therapist, Speech and Language Therapist, Physiotherapist through Key Stage HLTAs. Individual assessments are carried out and programmes of therapy/interventions are implemented by class teams, therapists or HLTAs. Communication interventions are carried out by a specialist HLTA

Roles and Responsibilities

Responsibility for SEND rests with the Head teacher and the UET Review Board. We do not have a designated special educational needs and disability coordinator because all of our population have very significant SEND and all have either a Statement of SEND or an Education, Health and Care Plan (EHCP).

The Review Board evaluates the success of the education the school provides through:

- Review Board meetings
- Monitoring the work of the school (observations, drop-ins)
- Presentations by staff
- School Improvement and Development Plan
- Self Evaluation Form
- Production of documents and data
- Reports and involvement from external moderators
- Adoption of the UET complaints procedure

The Senior Leadership Team (SLT) comprising Head Teacher, Deputy Head Teachers and Assistant Head Teachers are responsible for ensuring the policy is implemented consistently and effectively through:

- Termly pupil progress meetings
- Analysis of the school's tracking system
- Weekly SLT meetings
- Comprehensive monitoring programme consisting of work scrutiny, observations, learning walks and drop-ins
- Education Health Care Plan (EHCP) review meetings with pupils, parents and outside agencies
- Providing opportunities for staff to develop professionally through regular training sessions (weekly and throughout the academic year)
- Parent focus group meetings
- The impact of this policy will be monitoring the impact of the policy. The outcome of this monitoring will be reported to LIT and will impact on future development of associated policies and practice.
- Child in need meetings
- Multidisciplinary meetings, pupil specific and whole school
- Family Support Meetings

The school's SLT in ensuring the policy is implemented through:

- Monthly SLT meetings
- Children who are looked after meetings
- Regular teacher and Key Stage meetings
- Comprehensive monitoring programme consisting of observations, learning walks and drop-ins



- Supporting class teams in all aspects of teaching, learning, transition, wellbeing and safeguarding
- Student council (pupil voice)

Teachers ensure the policy is implemented through:

- Regular and informative home-school communication through daily diaries, school's website and annual progress report
- Long term, medium term and weekly planning
- Parents' evenings, open days and special events
- Effective monitoring of progress through implementation of the school's assessment, marking and feedback policy
- Teacher assessment data
- Effective deployment of teaching assistants
- Overseeing records of pupils
Providing reports for EHCP meeting
- Liaising with colleagues and external professionals

Complaints

Please refer to the UET Complaints Policy (available on the school and UET website)

This document is reviewed and updated regularly; it should be read alongside Norfolk County's SEND Local Offer at <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Churchill Park Academy Provision Map

Our teachers use various strategies to adapt access to the curriculum, this might include:

