



SEN POLICY Year 2019/2020

SIGNED ON BEHALF OF THE TRUSTEES OF BRISTOL ISLAMIC SCHOOLS TRUST (BIST)

NAME: *G. F. Nounu*

DATE: 1 January 2020

REVIEW DATE: 31 August 2020





Andalusia Academy, Bristol SEN Policy

At Andalusia Academy, we believe in Learner Participation for all our pupils. This means that we make every effort to make our curriculum accessible to ALL learners in our school. We celebrate our individualities, including SEN related diversity, and aim to foster this within our school community.

Key People in SEN at Andalusia Academy, Bristol

School SENCo – Clare Haines

SEN Governor – Leyla Khalid

Headteacher – Mr Ali Awan

The Role of the SENCo

The SENCO is required to lead, manage, develop and maintain high quality SEN provision which enables quality teaching, excellent learning outcomes and success for all pupils. As an outstanding practitioner, the SENCO should be in a position to model effective teaching, coach and train teaching assistants and keep all aspects of paperwork (including records and policies) up-to-date and actioned, as appropriate.

This is a cross-cutting role that seeks to give pupils of differing abilities both the targeted and embedded support that they need. Working closely with class teachers and teaching assistants, the SENCO should be acutely aware of 'what works', be able to model this through in-class support and direct teaching assistants to maximise learner outcomes.

A part of the SENCo's responsibility is to devise and promote plans and interventions to ensure the needs of pupils with SEN are met and that they are reflected in the school improvement and development plan. This includes providing regular information to Senior Leadership Team (SLT) and Academic sub-Committee (ASC) on the effectiveness of SEN provision and outcomes. A vital aspect of the role is to develop partnerships with parents to ensure that their views are considered and acted upon appropriately. This includes offering support and guidance to them on a scheduled basis and ensure that pupils with SEN are supported to share their views, experiences and that these are acted upon appropriately.



Definition of SEN

The definition of SEN is for those children who need something **different from** or **additional to** what is being delivered by a class teacher using quality first teaching.

Special Educational Needs and Disability code of practice 0-25yrs identifies this as;

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

“A child of compulsory school age or young person has a learning difficulty or disability if he or she:
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 facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions”

Under the **Equality Act of 2010** it is recognised that ‘many children and young people who have SEN may have a disability’, that is ‘... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ (long term is defined as a year or more and includes sensory impairments; sight and hearing and medical conditions such as diabetes, epilepsy, asthma and cancer. Therefore ‘where a disabled child or young person requires special educational provision they will also be covered by the SEN definition’

A copy of the SEN Code of Practice can be provided upon request, from the school.

Identifying pupils with SEN

Children have SEN if they have a learning difficulty or disability which requires ‘special educational provision’ to be made in order for them to be able to access the curriculum. Special educational provision is in addition to or different from educational provision made generally for children of the same age in local schools (not including Special schools, which provide for more complex and severe needs).

There are four main areas of SEN need:





- ❖ Communication and Interaction
- ❖ Cognition and Learning
- ❖ Social, Emotional and Mental Health Difficulties
- ❖ Sensory and/or Physical Needs

There are a number of ways in which a child's SEN journey can begin. Children may arrive at AAB with an existing record of SEN, support or the start of an assessment. It may be that a Parent, Teacher or Teaching Assistant has concerns regarding the development of a child, and raises these concerns with the SENCo. It may be that a child is not achieving or is significantly below age-related expectations and is continuing to 'fall behind', despite 'quality first teaching'.

This does not necessarily mean that they have an SEN issue, as there may be a number of reasons that children 'fall behind' such as absence, illness or change in family circumstances. Only those children with a learning difficulty that requires special educational provision will be identified as having SEN. The SENCo will put together different types of support for identified children, which will be shared and supported by ALL staff at Andalusia Academy. If this support does not have the desired impact, then the SENCo will request additional assessment from external agencies and professionals, such as Speech and Language Therapists, Physiotherapists or Occupational Therapists. The names of pupils identified as having SEN issues, will be entered onto the School SEN Register.

School support for children with SEN

All teachers and Teaching Assistants have the highest of expectations for ALL their pupils. Children receive 'quality first teaching', with targeted work focusing on any areas of learning which require additional support. The Class Teacher is responsible for assessing and tracking the progress of all pupils. We have adopted the 'Waves of Intervention' model of planning provision for pupils.

Wave 1: Universal Provision (Quality First Teaching)

This describes quality inclusive teaching, which takes into account the learning needs of all the children in the classroom. Before additional support is provided, the Class Teacher provides differentiated work and an inclusive learning environment to enable pupils to access the curriculum.



Wave 2: Intervention (Targeted Provision)

This is a part of the school's normal differentiated planning of the curriculum. Teachers and Teaching Assistants plan and provide Booster intervention, for pupils who have fallen a little behind their peers in Literacy (Reading, Writing) or Maths. At this stage, children are not necessarily defined as having SEN, as defined in the SEN Code of Practice.

Wave 3: Personalised Provision

This is about pupils for whom Quality First Teaching and Booster Intervention support are not enough. Children may require assessment or intervention from external agencies, such as Speech and Language Therapists, Occupational Therapists, Physiotherapists or Educational Psychologists. They may require specialised individual programmes of support, which have been developed with their specific difficulties in mind.

The curriculum may be adapted or specialist equipment and resources may be needed to enable the child to access the curriculum. The learning environment may need to be adapted to suit the needs of a child with SEN and remove barriers to learning. Any additional support and adaptations to the learning environment will be documented in an IEP, which will be reviewed at regular intervals. All members of staff have a high expectations and a duty to ensure that barriers are removed for the child to progress.

Education, Health and Care Plans (EHCPs)

An EHCP is made for pupils with complex and severe special educational needs. Such an assessment can be undertaken when there is convincing evidence that, despite the school with the help of external specialists, taking relevant and purposeful action to overcome the child's SEN issues, the difficulties remain or have not been remedied sufficiently. An EHC Needs Assessment is a multi-agency investigation that aims to define the long-term needs of children and young people. It may or may not result in an EHC Plan being drawn up.

Ultimately, it is for the LA to decide that an EHC Needs Assessment is justified, although detailed advice from the school will be sought including:





- ❖ A costed provision map (link) with evidence of additional support given through use of mainstream block funding cross referenced to pupil's progress against individual targets and planned outcomes.
- ❖ Pupil progress data outlining progress over last academic year (or longer) in core areas of the curriculum and, possibly, in personal and social development.
- ❖ Record of regular „assess, plan, do, review“ cycles and provision map.
- ❖ Education and other assessments e.g. observational assessments regarding engagement in lessons, including those by external agencies, such as Educational Psychologist.
- ❖ Evidence of implementation of recommendations from external agencies and reviews of these with the relevant professional.
- ❖ Views of the parent and of the child/young person
- ❖ Any involvement of social care and health services to date including the child's medical history where relevant

Monitoring and Reporting progress

There is a whole-school approach to SEN at Andalusia Academy. Teachers and Teaching Assistants monitor progress on a regular basis, using formative and summative assessment. There are regular meeting with the Senior Management called Pupil Progress Meetings. These look at the provision made for children and the progress that has been achieved. For children who are on the SEN or Booster Register, (Wave 2 and 3), the progress is monitored every term by the Class Teacher and the SENCo.

The SENCo will follow these up with Update Meetings with the parents. In addition to meetings, mid-year review reports are sent to the parents, with the option to discuss the report further, if required. Meetings with the Class Teacher and SENCo can be requested at any time, to discuss concerns or talk about the child's progress, via the School Office.

Partnership with Parents and Guardians

At Andalusia Academy, we actively encourage all of our parents to support their child through positive attitudes, giving user-friendly information and effective communication. However all staff should be aware of the pressures a parent may be under because of the child's needs.

It is important for us to consider the following:

- ❖ to acknowledge and draw on parental knowledge and expertise in relation to their child





- ❖ to focus on the children's strengths as well as areas of additional need
- ❖ to recognise the personal and emotional investment of parents and be aware of their feelings
- ❖ to ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- ❖ to respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- ❖ to respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- ❖ to recognise the need for flexibility in the timing and structure of meetings.

We aim to inform parents as soon as a child is “flagged” as a cause for concern, so that they are fully involved in the school based response for their child and understand the purpose of any intervention or programme of action, as well as be sign-posted to any relevant services for advice and support. The SENCO, and Class Teachers communicate both informally and formally to parents, by speaking, writing or over the phone.

Parents also have a responsibility to communicate effectively with professionals to support their children's education. They should consider:

- ❖ communicating regularly with their child's school and alert them to any concerns they have about their child's learning or provision
- ❖ fulfilling their obligations under home-school agreements which set out expectations of both sides.

We will ensure that parents are fully involved in any discussions leading up to a school's decision to request an EHCP.

Partnership with Pupils

We will continue to work towards positive pupil involvement in decision-making related to their development. Most children have their own views on how they see their special needs which may give insight into the problems experienced by both pupils and teacher. From an early age, children with SEN should be actively involved at an appropriate level in discussions about their Individual Education Plan (IEP), including target setting and review arrangements and have their views recorded. Children should be encouraged to share in the recording process and in monitoring and evaluating their own performance so that every achievement is given a sense of worth, developing



confidence and self-esteem. As all children are working towards setting achievable targets for themselves within the class then this can only be viewed as a natural extension.

Partnership with Other Schools

We belong to a cluster group of local schools, who meet up once a term to share best practice and have meetings with local support agencies and providers. With regard to the transition from Primary and Secondary, we liaise with the child's chosen Secondary school, in order to ensure as smooth a transition as possible. Planning for transition for some pupils may start as early as Year 5 when, working with parents, individual visits can be arranged to help inform the correct placement for their child. In Year 6, the Secondary school's Year 7 tutor and/or the SENCO can visit our school for the transfer of information and to meet the children. The children have the opportunity to spend part of the day 'sampling' life in their new school. The Year 6 teacher and/or the SENCO discuss each child plus relevant information is passed on.

All records – assessments, records of achievement and SEN records/IEP's are passed on. If a child holds an EHCP, a review is held in the Summer Term to bring together the family, child and all staff/support services involved. The strengths and areas of concern are looked at as are the needs of the child. The possible Secondary School will also be invited to attend.

When a child transfers to another primary school, special school or unit, records are forwarded within 15 school days of the child ceasing to be registered at the school to ensure minimum disruption in educational profession and progress. The school always offers the SENCO as a person to contact if further information is needed.

