



SKEGNESS INFANT ACADEMY

Academy SEN and Disability Policy into Practice

Introduction

The purpose of this document is to clarify to Academy staff, Academy Advisory Councillors and parents how the special educational needs of pupils are managed at the Skegness Infant Academy and how the Greenwood Academies Trust policy is put into practice.

Objectives

- To effectively identify and assess the needs of all children
- To set appropriate targets that accelerate progress
- To monitor and review learning and raise achievement
- To liaise and involve parents and value their contribution to their child's education
- To listen and respect the views of the child

Identification of Pupils with SEND

Identification of pupils with SEND will come from a range of sources:

- Progress monitored by teachers as part of ongoing observation and assessment which identifies differences between progress, attainment and achievement – pupil progress meetings etc
- Progress made against objectives specified in the Birth to Five Foundation Curriculum and Primary National Strategy
- Standardised screening and assessment tools
- Signposted from pre-Nursery information, parental concerns
- Concerns raised on entry to the Academy in any year group or concerns raised by previous school
- Concerns raised because a child is under the care of the Local Authority

Provision

The Code of Practice identifies two stages (School Action and School Action Plus) of provision before formal assessment and statementing. These stages provide a graduated response in order to meet a pupil's special needs.

Universal Provision

- Gifted and talented extension activities
- Dyslexia support including over lays and virtual rulers
- Adaptations including workstations, visual timetables and nurture playtimes
- Class TA targeted support
- Differentiated curriculum

- School Nurse support
- Parent support worker

Supported Provision/ EHC Provision

- 1:1 reading support and targeted reading support
- Behaviour intervention
- RALT
- Targeted IPM support
- SMILES
- Talking time (Nursery) and Time to talk (Reception)
- TELL phonics
- Literacy, speaking and listening, numeracy, and social skills intervention
- Fun Fit
- Maths

- ASD support
- SALT programmes
- OT and physiotherapy support
- Targeted IPM support from STAPs, Dyslexia support from STAPs
- Access arrangements
- EP, STAPs, Paediatrician, SEN Outreach (ASD)
- Path Finders
- ESCO
- CAMH's
- Specialist nursing team

Adequate Progress and Assessment

Progress will be measured against the National Expectations of levels and four APS points of progress a year. Published Progression Guidance documents may also be used to show value added. Where children have complex needs and progress is achieved in small steps, the use of Pivats and P scales will be used from the beginning of Key Stage 1. The assessment and recording of progress towards key targets identified in the IPM is critical. This happens three times a year in December, April and July to aid transition. From time to time it may be necessary to carry out extended, detailed assessments to inform the next stage of planning. Such assessments require extended time and may need to be carried out by the Specialist Teacher from STAPs, SALT, Educational Psychologist or other professional where appropriate. Assessment information and pupil progress are available to parents at reviews, parent consultations and in end of year reports.

Staff Development

The staff involved in SEND are:

- Special Needs Co-ordinators (SENCO)
- The Principal
- ELKLAN trained teachers and Teaching Assistants (TAs)
- TAs with specialist responsibilities ie TELL, SMILES, RALT, Fun Fit
- SEN Teaching Assistants
- Designated TAs for 1-1 and small group support.
- Class teachers
- Autism aware TAs

- Makaton trained TAs
- Staff medically trained by specialist nursing team eg Buccalam administration, Tracheostomy care

We encourage all staff to take up training opportunities, attending relevant courses provided by the County Council and outside agencies to develop and upgrade skills and knowledge in SEND. Training needs are identified through CPD and at whole school level via the SEF.

Academy Liaison

The Academy will liaise with transfer schools, pre-schools etc. and other additional outside agencies, including: EP, STAPS, Community Paediatrician, Social services, ESCO, Action for Young Carers, ASD outreach, SALT, OT, Physio, Tourette's Action, School Nurse and Parent support workers. 3

Children moving onto the Junior Academy may have an enhanced transition if parents and staff feel it is appropriate. Parents will be invited to joint reviews with SENCo's from both academies to discuss transition.

Access

It is the Academy's responsibility to ensure that the Academy building is safe and is accessible to all children. Extra provision will be made where appropriate.

Monitoring and Evaluation

The SENCO will be responsible for monitoring and evaluating planning, practice and outcomes. This may involve focused classroom observations, staff meetings and reviews. Progress and achievement will also be monitored and evaluated using reviews of IPM targets and termly school data. Intervention strategies will be monitored and evaluated for value for money. Vulnerable groups such as pupil premium, FSM, young carers, EAL etc. will be monitored, as will attendance and exclusion data for SEND pupils.

