

Our Special Educational Needs Policy, including our Accessibility Plan 2014 - 2016.



Written / Revised December 2014

The member of our Senior Leadership Team responsible for Special Educational Needs (SENCO) is Sue Haley. Please make an appointment to meet her, contact her on 01253 763414 or email through admin@revoe.blackpool.sch.uk.

Mrs Haley who holds the following qualifications:

- National Award for SEN (NASC award),
- Post Graduate Certificate in Specific Learning Difficulties
- Post Graduate Certificate Working with Children and Young People on the Autistic Spectrum

Our SEN policy has been developed with our staff, both teaching and non teaching, our parent leadership groups and our Governing Body. This policy has been written within the guidance provided in the SEND Code of Practice, 2014.

Our Context :

RLA is located in a highly deprived area of the country, with the vast majority of children coming from extremely difficult and deprived backgrounds (socially, culturally and economically); many of whom have special educational and additional, complex needs.

This combination of circumstances presents many significant and multifaceted challenges for children, parents, carers and staff.

RLA was academised in April 2014 and is sponsored by the Blackpool Multi Academy Trust.

We are a much larger than average, urban primary academy which caters for children and their families from 2 years to 11 years, as well as babies, toddlers and pre-born.

Our Academy is in the largest 20% of schools and academies in the country with in excess of 460 children in attendance; and:

- A pupil mobility factor in the top 10% most transient pupil populations;
- An Ever 6 Pupil Premium factor of approx. 70%, broadly 4 times the national average;
- A SEN population of approx.30%, over twice the national average;
- A Children at Risk factor (CP, Safeguarding, LAC) at one of the highest in Blackpool
- One of the highest levels of reported Domestic Violence in the north west of England
- An increasing diverse EAL population

At RLA, we have:

- ✓ a Children's Centre, offering 50 week per year provision, which includes: a 24 place Nursery 1 setting (for 2-3 year olds); and a 26 place Nursery 2 setting (for 3-4 year olds) on site;
- ✓ daily breakfast provision for all children (local poverty strategy);
- ✓ a range of extra curricular and holiday time provisions for children and families (engagement strategy); and,
- ✓ community group lettings (community cohesion strategy).

We believe that every teacher employed at RLA is a teacher of all children, including those with special needs and disabilities. There may be times in a child's life at Revoe when circumstances result in a child having special needs. As an inclusive place of learning, we feel that it is every child's right to receive high quality teaching from a qualified teacher.

At RLA, we ensure that our teachers have continual professional development to update their skills and develop informed practitioners.

Our Mission Statement:

RLA's Mission Statement applies to all of us: **'Respect. Learn. Achieve.'**

Our Ethos:

We serve a diverse community, made up of people with different needs, talents and aspirations. We celebrate difference and look to use all of our available resources to ensure that we are an inclusive, effective place of learning and teaching. We all want to do our very best for your child.

Each of us has our own part to play to ensure that your child achieves the best progress possible. We value and appreciate your involvement and are delighted to work alongside you so that your child thrives. We, therefore, need parents and carers to tell us any important information which will enable us to help your child to **'Respect. Learn. Achieve.'**

The Aims of Our Academy:

- ☺ focus on our core purpose: to raise standards of achievement for all children
- ☺ remove barriers to learning through high quality, targeted services for all
- ☺ build effective parent, care and guardian partnerships to raise expectations for all
- ☺ provide learners with leadership and enterprise opportunities that empower positive contributions and raise aspirations
- ☺ empower all learners to become respectful, resilient and tolerant members of society
- ☺ nurture positive choices to encourage healthy lifestyles and enhance future life opportunities
- ☺ provide a welcoming, safe, stimulating and inclusive learning environment for all
- ☺ deliver a relevant, enriched curriculum which promotes high standards and expectations
- ☺ invest in our Community so that they feel valued, skilled, employable, included and respected
- ☺ support and develop outstanding teaching, learning and care through accurate deployment of high quality resources and relevant, effective continuous professional development
- ☺ maintain an optimum staffing profile through targeted support, challenge and development and a positive work life balance
- ☺ deliver good value for money through efficient financial management and expert services

The Aims of our SEN Policy:

1. To identify and provide for the learning needs of all children with special educational needs.
2. To ensure that allocated funding is used appropriately and is monitored accordingly.
3. To ensure that identified intervention and specialist programmes are monitored and evaluated for impact.
4. Through reasonable adjustments, enable all children to have full access to all elements of our curriculum offer.
5. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
6. To provide a Special Educational Needs Co-ordinator (SENCO) who will provide support and advice for all staff working with children who have special educational needs.

Identifying Special Educational Needs at RLA:

Under the revised Code of Practice 2014, Special Educational Needs (SEN), a pupil is said to have special educational needs if they have:

- a) have a learning difficulty or disability that calls for special educational provision to be made for him or her,
- b) are a child of compulsory school age that has a significantly greater difficulty in learning than the majority of others of the same age or
- c) have a disability which prevents or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream schools.

In section 6. 14 - 30 of the new code of practice 2014, four broad areas of need are identified:

Communication and Interaction

Support for learning may be needed to support the learning of children who have difficulty with one, some or all of the different aspects of speech, language or social communication. This also includes children with Autistic Spectrum Disorder (ASD) who are likely to have particular difficulties with social interaction.

Cognition and Learning

Support may be needed to assist learning for children who learn at a slower pace than their peers even with appropriate differentiation. This can include learning difficulties such as moderate learning difficulties (MLD), severe learning difficulties (SLD) or specific learning difficulties (SpLD) which encompasses conditions such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

Social, Emotional and Mental Health

Support may be needed for children experiencing a wide range of social and emotional difficulties which can manifest themselves in various ways eg. becoming withdrawn or isolated or displaying challenging or disruptive behavior. Support is also needed for children who may have underlying mental health difficulties which can present in behaviours such as anxiety, depression, substance misuse, eating disorders and self harming. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Behavioural difficulties do not necessarily mean that a child or young person has a special educational need, but more of an underlying response to a need which will be recognised and identified by our staff who know and understand the child well.

Sensory and/or Physical Needs.

Additional provision may be needed for children who have a disability which prevents or hinders them from making use of the educational facilities provided. The range of difficulties experienced could include visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and may require specialist support, equipment or habilitation support to ensure access to learning.

Some children may have a physical disability (PD) that may need additional support and equipment to access all the opportunities available to their peers. At RLA, we take every step to ensure that no child is disadvantaged because of a disability or learning difficulty.

Areas of need are not provided so that children can be placed in a particular category but offer an overview of the range of needs that should be planned for. We believe that it is vital to consider the needs of the whole child, which will include all information not just the child's individual special need.

In addition, at RLA we acknowledge that there are other factors that affect a child's ability to learn and that can limit their learning opportunities. Although the child may be showing signs of concern, they are not classed as SEN. These include:

- Disability (the Code of Practice 2014 outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation but these alone do not constitute SEN);
- Poor attendance and punctuality;
- The health and welfare of our children;
- English language being the child's additional language;
- A child who is cared for by the local authority;
- A child whose parent(s) serve in the armed forces;
- A child who qualifies for pupil premium.

The importance of regular good attendance and punctuality is emphasised at RLA so that important teaching and learning is not missed and learning gaps are minimised.

Managing Pupils On Our SEN Register:

Identification, Assessment and Provision

Provision for children with special educational needs is a whole school matter and involves the Governing Body; Academy's Leadership Team (ALT); the SENCO; and, all other members of staff particularly class teachers and teaching assistants who have important day to day responsibilities.

Admission

A child's current level of attainment is assessed upon entry to RLA so that we build on the foundations and patterns of learning established in early years settings. Comprehensive transitions are completed on children identified as having SEN in their pre - school setting so that the child's needs, strengths and weaknesses are shared and starting points can be established. Information regarding what works well and how the child can best be supported are shared with the Reception class staff to ensure continuity of approach.

Non Routine Admissions (NRA)

As an Academy, we recognise the importance of ensuring continuity for our new pupils. We endeavour to gain detailed information about all children who move to RLA from previous schools. The parents or carers of pupils who start at RLA after attendance at another school are asked for background information so that any needs are quickly identified. Baseline assessments in Literacy (Phonics Screening and SWST) and Maths (Progression in Maths) are completed by each pupil upon entry which provides the class teacher with a starting point until the more detailed information is received.

Our Graduated Response:

To help children with special educational needs, RLA adopts a graduated response. We record the steps taken to meet the needs of the individual child through the use of SEN support plans. Our SENCO has responsibility for:

- ensuring that records are kept updated;
- informing parents, carers and the child of their progress against agreed targets; and,
- making records accessible and available when needed.

SEN Process at RLA:

EYFS and Pre School Settings

Children who attend our Nursery are assessed to identify their strengths and any areas of progress which is emerging. A targeted plan is developed to support the child's future learning / development if there is significant emerging concerns or an identified special educational need or disability.

Stage 1

At RLA, universal, high quality teaching for all pupils is the first step in response to pupils who have, or may have, a special educational need. The class teacher / Early Years Practitioner (EYP) is responsible and accountable for the progress and development of the children and pupils in their class. The quality of teaching for all children and pupils is regularly reviewed and evaluated by the SLT and class teachers / EYP, which includes improving our understanding and effective implementation of agreed strategies to identify and support vulnerable pupils.

Stage 2

At RLA, we maintain a SEN register. This is updated termly to show changes in pupil placement. Identifying children who may or may have SEN is initially through:

- Work produced and marked following class teaching
- Regular assessments.
- Comparison of achievement and progress with class, local and national expectations

Children may be added to the SEN register for the following reasons:

- They make little or no progress even when teaching is differentiated, interventions/ adjustments have been made and good quality personalised teaching, to target the child's particular identified area of weakness, have been given;
- Despite high quality personalised teaching of Literacy and Numeracy, the child fails to make progress which impacts on their access to other areas of the curriculum;
- The child with sensory or physical problems makes little or no progress even though specialist equipment is being implemented;
- Social and communication problems continue to show no improvement and are affecting the learning of the child;
- The child displays persistent emotional or behavioural difficulties which do not improve when behaviour management techniques are used.

At this stage, parents or carers are informed of our concerns with an evaluation of support offered to date. More specific plans and strategies to help support the child's learning are discussed and the child is placed on the SEN register.

SEN support plans are drawn up with the class teacher and shared with the child, parents and any staff involved with the child to ensure continuity and to monitor progress. These plans are regularly reviewed, evaluated, amended and incorporated into teacher's lesson planning.

In pupil conferencing sessions, and regular review meetings, the child has an opportunity to discuss their progress in light of their individual learning targets.

Support Plans - Plan, Do and Review

A support plan will outline the adjustments, interventions and support to be put into place as well as the expected impact on progress, development or behaviour together with a clear date for review. In devising the support plans, the class teacher gathers information about the child's difficulties and strengths, which will inform future planning. The support plan is a working document and although it is reviewed every term, it may be amended when required in order to:

- reflect targets that have been achieved;
- include different strategies to replace ones that have not achieved progress; and,
- incorporate any additional advice suggested by outside agencies as given.

We involve the child's parents / carers at every step. Parents / carers are invited to provide background information and to make contributions to support plans. The child is also informed of their targets and are included in any review of their progress where their views in the evaluation of what has worked well and how they can be best supported is vital in the review progress. Strategies may include differentiation of classroom work, additional support in class or implementation of our Behaviour Policy with relevant rewards and consequences identified to meet the child's individual needs.

Following these actions, if the child is making expected progress, in line with their targets, the child may remain on the SEN register for monitoring and the plan be amended to reflect progress made and targets achieved. Once the child no longer requires the support plan, they will be removed from the SEN register. A child may be removed from the SEN list if:

- they no longer require the services of an outside agency to support their learning; or,
- if they have made significant progress and are now working in line with class, local or national expectations and therefore no longer need the additional support.

The decision to remove the child from the SEN register will be actioned following the review of the support plan. The SENCO is authorised to amend our SEN register.

Stage 3

If concerns remain and there has not been expected progress, further assessments may be necessary to ascertain particular difficulties. Following consultation with parents or carers and the child, if appropriate, specialist outside agencies may become involved. However, before a specialist outside agency can become involved, there has to be evidence of at least 2 cycles of 'Plan, Do and Review' of support plans. Outside specialist agencies that offer support include:

- Educational Psychology Service (EPS)
- Early Years SEND
- Behaviour Advisory Team (BAT)
- Communication, Learning and Autism Service (CLAS)
- Park Community Academy Outreach Service (MLD)
- Emotional Welfare Service (EWIST)
- Shine Therapy (Occupational Therapy and Sensory Issues)
- Speech Bubble (Speech and Language Therapy)
- Counselling (Trinity)
- Child and Adolescent Mental Health Service (CAMHS)
- School Health Service

The relevant agency may support by providing advice, resources, strategies and/or reports. The outside agency may also offer suggestions for targets for the child's SEN support plan which will form the Plan, Do and Review cycle used to monitor the child's progress.

Targeted support for the child may include 1:1 intervention/ in class support or small group work to ensure that learning opportunities are maximised.

Monitoring and Evaluating Progress

At RLA, progress can be identified where:

- ✓ The attainment gap between the child and his peers does not widen or reduces;
- ✓ The rate of progress is significantly greater than before the strategies were implemented;
- ✓ The child is accessing more of our curriculum offer alongside their peers;
- ✓ There is a significant improvement in self- help, social or personal skills; or,
- ✓ There is a significant improvement in the child's behaviour.

Stage 4

If, despite the agreed actions taken to identify, assess and meet the special educational needs of the child, expected progress has not been made, the decision to consider requesting an Education, Health and Care needs assessment will be made by the SENCO and/or the parents or carers.

As part of the assessment, we will provide evidence of the action they we have taken as part of the SEN support plan cycle.

The Support Offered to Children with SEN at RLA

Teaching Assistants/ Special Support Assistants

At RLA, we fund and deploy teaching assistants to support teaching and learning in every classroom. Their role includes:

- Working with small groups of children on focused tasks set by the class teachers;
- Working with individual children on targets from their SEN support plan;
- Working on activities set by specialist agencies, such as speech and language therapists or occupational therapists.

Engagement Strategy

Our Engagement Team works with targeted children and their families, providing nurture groups and other forms of planned support, to help promote the emotional, mental and social wellbeing of our children and parents or carers.

Access to National Assessments

As a result of Special Educational Needs and Disability (SEND) reforms introduced on Monday 1 September 2014, the categories of School Action and School Action Plus have been replaced with a new category called Special Educational Needs (SEN) support. The Education, Health and Care (EHC) plan has replaced statements of SEN and Learning Difficulty Assessments. This means that the definition where access arrangements may be appropriate for pupil(s) has changed. Access arrangements may now be appropriate for pupils:

- with a statement of SEN or an EHC plan as described in the SEND Code of Practice or a local equivalent such as an Individual Pupil Resourcing Agreement
- for whom provision is being made in school using the SEN Support system or the School Action or School Action Plus aspect of the SEND code of practice and whose learning difficulty or disability significantly affects their ability to access the tests
- who require alternative access arrangements because of a disability (which may or may not give rise to a special educational need)
- who are unable to sit and work for a long period because of a disability or because of social, emotional or mental health difficulties
- with English as an additional language who have limited fluency in English

At RLA, we liaise with the LA to ensure that all children have the appropriate access arrangements in order for them to demonstrate their actual levels of attainment and progress, in national assessments. Particular arrangements include:

- Rest breaks,
- Additional time
- Readers
- Amanuensis
- Translations

Transitions to High School

At RLA we recognise that the transfer to high school can be a worrying time for both children and their parents, particularly those with SEN. We make sure that transition arrangements are made for every child, but for children with SEN, these include:

- Detailed hand over between class teachers, SENCOs and Year group leaders so that all information is passed over;
- Extra transition visits so that the child becomes familiar with the new school and their staff;
- Identification of a key worker who will smooth the transition for the child; and,
- Setting up a buddy scheme so that the child has an older peer to help them during the first few weeks of the new term.

Complaints about our SEN Provision

We really do hope that parents never have any need to make a complaint regarding their child's SEN provision at RLA, but if they do:

- once a complaint regarding SEN provision is received in writing, the SENCO will initially be responsible to ensure that any problem is resolved.
- If the complaint is not settled, it will be passed to our Senior Leadership Team and /or the Governing Body.
- Any complaints will be managed and recorded in accordance with our Complaints Procedures.

Further Information:

Revoe Learning Academy's local offer can be found on our Academy website.
www.revoelearningacademy.co.uk/our-school/policies

Blackpool Council's local offer can be found at the following
www.blackpool.fsd/localoffer.page

Revoe Learning Academy's Medical Policy can be found on our Academy website
www.revoelearningacademy.co.uk/our-school/policies

Contact details of further services that might be useful to parents and carers are available from RLA on request.

RLA's Accessibility Strategy and Plan 2014 to 2016

Our Accessibility Strategy has been developed using Schedule 10 of the Equality Act, 2010

Our Aims are to:

- ✓ increase the extent to which disabled pupils can participate fully in RLA's curriculum;
- ✓ improve the physical environment of RLA for the purpose of increasing the extent to which disabled pupils are able to take advantage of our provision, offer, benefits, facilities and services provided by RLA; and,
- ✓ improve the delivery to disabled pupils, parents and carers of information which is readily accessible to pupils, parents and carers who are not disabled.

We welcome all children, pupils and appropriate adults, regardless of need.

Our Accessibility Plan may change as we take account of a pupil's disabilities and any preferences expressed by them or their parents. We will do everything we can to ensure all reasonable measures are implemented to ensure any disabled child or adult is not discriminated against.

If you have any concerns at all that we have not made necessary reasonable adjustments to support the disabled person's full participation in our Academy, please come in and speak to Mrs. Haley, our SENCO or Mr. Harrison, our Headteacher.

Our Plan has been developed by involving disabled pupils, staff, Blackpool Disability Sports, Governors, Children's Centre, staff meetings, feedback from Health professionals and parents. Our Governing body, and our MAT sponsor, will ensure that we allocate adequate resources for implementing the Accessibility Plan.

Information is gathered regarding the effect of policies and practices on recruitment, development and retention of disabled employees and the educational opportunities and achievement of disabled pupils.

Recruitment and selection procedures for staff collect information on disability and school admissions collect information on disability of pupils.

We need to ensure that we promote equality of opportunity and are fully accessible to all those involved with the school.

Provision for pupil needs begins prior to placement, when information is received, supplemented by admission arrangements so that the appropriate level of support, equipment, resources, dietary or therapy needs can be met. Monitoring of pupil needs takes place on a regular basis, evaluating health care plans and ensuring appropriate levels of support and availability of equipment/resources are maintained. Any subsequent adjustments are considered and actioned, unless they are deemed to be wholly unreasonable.

The communication environment and provision of individual support for communication development is designed to meet the needs of disabled pupils and includes speech, signing and visual methods.

Provision will be made for the communication needs of children, staff, parents, carers, governors and visitors to RLA.

Our curriculum is designed to be fully accessible to all pupils and adults in terms of content and pace and style of delivery. Our Ethos is specifically designed to promote positive attitudes and the expressed mission and aims of RLA endeavour to prepare all pupils to fully participate in our provision and achieve economic well being.

Information is provided in different formats for families and support tailored to the needs of families, including through home visits, if required.

We have assessment information regarding pupil achievement. Policies are kept under review in accordance with our Special Educational Needs and Disabilities policy and Statutory requirements.

All activities are accessible for all children, age, numbers and health and safety permitting.

Our Action Plan is aimed at practical improvements for disabled pupils and adults connected with RLA in order to ensure that we are truly inclusive and non-discriminatory.

Our Accessibility Plan 2014.2016

SDP Area	Accessibility			Staff Lead	SHA, JHE	Sponsor Lead	KBA
Issues	Actions	Impact Measure	Evidence to Confirm	Resources to Deliver	Completed By	Evaluation	
Our ethos and environment do not promote positive attitudes explicitly	<p>Promote positive attitudes to disability throughout our curriculum offer and ethos</p> <p>Provide opportunities for all pupils to express their views and know that their views are valued and will be considered for RLA improvements</p> <p>Celebrate and promote diversity and equality for all groups of people</p> <p>Have disabled staff, governors and visitors as role models.</p> <p>Promote new expectation, rewards and sanctions</p>	<p>Raised aspirations and positive attitudes.</p> <p>Zero cases of reported bullying because of disability</p> <p>All pupils and adults are aware that any bullying related to a disability or health condition is unacceptable.</p>	Assemblies Bullying logs	<p>Marketing materials</p> <p>Curriculum Enrichment budget to target opportunities</p>			
Information is not consistently accessible	<p>Review all policies and information is written in Comic Sans , and at least size 12, wherever possible.</p> <p>The Plan to be available in large print when requested.</p> <p>The Plan to be audible and hosted on the web site so that people unable to read are able to access our Plan.</p>	<p>All information compliant with Accessibility Plan.</p> <p>All people who are unable to read, are able to access our Plan.</p>	<p>Polices and other information</p> <p>Website</p>	<p>Review cycle</p> <p>Recording time</p>			
Eliminate unlawful discrimination	<p>Ensure practices and procedures do not discriminate.</p> <p>Ensure unlawful discrimination is eliminated in employment</p>	<p>Recruitment and selection process promotes best practice. Checklist to obtain any reasonable adjustments required to attend interview process.</p>	Recruitment Documentation				
We are uncertain about levels of engagement and participation rates of disabled and non disabled people	Monitoring Evaluate participation rates of Vulnerable Groups	All children making at least 2 LP from their starting point	Progress reports of vulnerable groups, particularly SEND	Tracker SIMS	Sept 2015		

SDP Area	Accessibility			Staff Lead	SHA, JHE		Sponsor Lead	KBA
Issues	Actions	Impact Measure	Evidence to Confirm	Resources to Deliver	Completed By	Evaluation		
Our Physical Environment prohibits full movement over floors	Move class or work station to ground floor to ensure equal access Submit build proposals to eliminate historical layout, including significant floor undulations. Curriculum resources eg IT are mobile	All disabled people are able to participate Learning, wherever possible, is taken to the person.				Bid submitted Jan 2015		
Reasonable adjustments for staff who may have a substantial physical or mental impairment:	Staff are allowed time off for treatment related to their condition without prejudice. If a member of staff develops a long-term impairment, reasonable adjustments are made to their duties, following advice from HR and Occupational Health - Applicants are asked to complete an additional form which informs RLA of any disability that may need consideration.	Good levels of staff attendance Zero personnel complaints / risk to RLA / MAT Disabled and able bodied applicants are interviewed if all essential criteria are met. GB makes every effort to accommodate the needs of any disabled staff, if their needs are made known.		Attendance Management policy				
Pupil attendance can be affected by non administering of medication	Update Medical Policy in light of statutory guidance	Compliant policy ensuring non discrimination against medication related disabilities Good pupil attendance						
Improve delivery to disabled pupils of information provided in writing to non-disabled pupils	Symbols to accompany expectations, marking etc to assist children with learning difficulties. Identified resources eg coloured overlays, slope boards to be provided to children with known needs.	Displays Health care plans Resources in use as part of mainstream offer						
Increasing curriculum access	Accurate identification of need matched to additional resources. Disability displayed positively: resources, displays, discussions, assemblies Participate & promote annual events eg Diversity ,Sport Relief, Deaf Awareness week to raise awareness of disability, Children identified as having additional needs to be monitored closely by relevant staff to ensure provision offered is meeting identified needs.							