



R A Butler Academy

Special Educational Needs and Disabilities Policy

September 2023

Headteacher's signature	<i>Signed copy on file in HT office</i>
Chair of Governors' signature	<i>Signed copy on file in HT office</i>

R A Butler Academy Schools

Date of policy: September 2023

Review Date: September 2024

Our School's vision and values

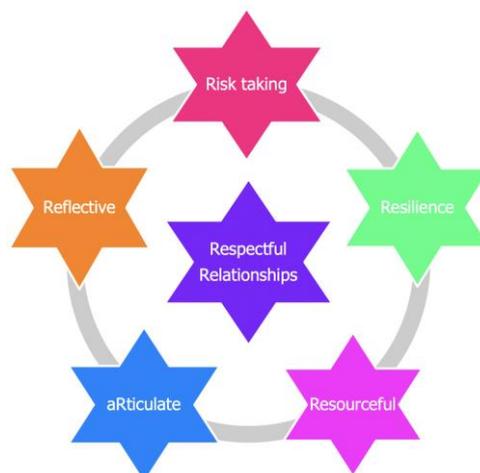
We celebrate the fact that we are a large school, which enables us to offer extensive opportunities – academically, pastorally and socially – in a family environment where everyone is valued as an individual.

Our overarching vision is for R A Butler Academy to be a place of nurturing, dynamic learning where high academic achievement and emotional well-being are equally valued and celebrated. Through positive partnerships between family, community and school, we will develop confident, respectful children who are motivated to take the next steps in their educational journey and life's adventures, making positive contributions to the world.

We will achieve this by providing a safe and secure learning environment where children are known as individuals. Our rich, engaging curriculum, based on high quality texts and inspiring learning experiences, give planned opportunities for children to participate in academic, sporting, arts, music, environmental and pastoral activities which are designed to develop the whole child. We expect our Year 6 children to be leaders of the school and show great independence and they all have roles to ensure they have the opportunity to practice these essential life skills

Our dedicated staff are passionate about creating stimulating learning environments to ensure that the children at RAB get the best start in life. We look outwards and learn from others to ensure we are providing an educational experience of excellence.

Our ethos and aims are based on our school values – the 6Rs. These values underpin everything we do as a school. As a Unicef Rights Respecting School, RESPECTFUL RELATIONSHIPS, is the value central to life at RAB.



1 Introduction

1.1 This policy should be read in conjunction with the Accessibility Plan, Equality Information and objectives, Inclusion Policy and Supporting pupils with medical needs.

1.2 This SEND policy is written to comply with the 2014 Children and Families Act and its associated regulations together with the Equality Act 2010, and follows the statutory guidance from the SEND Code of Practice 0-25 Year (2014). It relates to children with special educational needs and/or a disability.

2 Defining SEND

2.1 The 2014 Code of Practice says that:

A person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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 schools. (Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xii)

2.2 The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils, recognising these groups may be fluid and responding with flexibility;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children (such as speech and language therapy)

3 Identification of SEND

3.1 At R A Butler Academy teachers are constantly assessing children and planning for their needs. It is a continuous cycle of reviewing, assessing, planning and doing.

3.2 There are half-termly meetings (Pupil Progress Meetings) with the Headteacher, Inclusion Deputy Headteacher and SENCO and Key Stage Deputy Headteacher and class teachers to identify children who may need extra help.

3.3 During these meetings they look for children who:

- Are making slower progress than other children who started at the same starting point

- Have changed their rate of progress, i.e. if their progress has suddenly slowed down
- Do not catch up with their classmates
- Are falling further and further behind their classmates
- Are displaying learning behaviours that prevent expected progress

3.4 Any weaknesses will be first addressed through High Quality Teaching. For some children targeting these areas will see their learning improve. If a child continues to make less than expected progress, further information is gathered and a meeting will be held with the parent, teacher and a member of the Inclusion team. The child's views will be gathered before the meeting. If it is decided that a child has special educational needs, SEND support will begin.

3.5 At times children can make expected progress but present with behaviours that indicate there are additional needs. When these are identified, in consultation with parents, strategies are sought to ensure that the needs are met as well as possible during the school day.

4 Staff

4.1 Class teachers have a responsibility to enable all pupils to learn. The Inclusion Team that comprises of the Inclusion Deputy Headteacher and SENCO, Assistant Deputy Head, Assistant SENCO, SEND support staff, Learning Mentor, School Counsellor and the Lead First Aider supports them.

4.2 To achieve this they:

- Plan appropriate work / activities for their pupils
- Ensure that support is available for all children
- Differentiate the curriculum to take account of differing learning styles, interests and abilities
- Ensure that all children can be included in tasks or activities
- Monitor individual progress
- Celebrate achievement
- Identify those children who require additional support in order to make progress
- Set targets and ensure pupils know the next steps in their learning.

4.3 Intervention is carried out by the school and is additional to or different from the usual differentiated curriculum.

It may take the form of:

- Using different learning materials
- Making reasonable adjustments to routines or to the physical environment
- Support staff in the classroom
- A more focused level of support in a small group withdrawn from the class

4.4 Training for Staff is built into the year depending on the needs identified during the performance management cycle.

5 Monitoring and evaluating the policy

5.1 The way that children are supported will be reviewed continuously to ensure that we are meeting the needs of the children in school.

A number of areas are considered including:

- Staff awareness of procedures for assessment, identification and provision for children with SEND
- Early identification of children with SEND using a Initial Concerns Form to capture these concerns
- Partnership work with parents and children
- Academic progress of children identified with SEND
- How staff are deployed to meet the needs of children with SEND
- The involvement of children in reviewing their progress
- The relationship with outside professionals and the effectiveness of their involvement
- The various intervention programmes used and their effectiveness

5.2 Every year group produces a Provision Map using the software Edukey, showing any additional support children are receiving, the frequency of this support and detailing the impact this is having.

5.3 Pupil Progress Meetings take place each half-term where teachers, the Headteacher, Inclusion Deputy Headteacher and SENCO and Key Stage Deputy Headteachers look at pupil progress and identify where support is needed.

6 The SEND information report

6.1 The school's SEND Information report can be found on the school's website.