

SPECIAL NEEDS AND DISABILITY POLICY

St Alban's Classical Academy welcomes children who may have additional needs but, and at the writing of this policy, we are currently a small school and have a small team of staff, and therefore we do not have provision to take pupils with significant special educational needs at this stage.

St Alban's Classical Academy has high aspirations and expectations for all our pupils including those with special educational needs (SEN). We are committed to ensuring all pupils achieve their best, becoming well rounded, confident individuals who are equipped to succeed in the wider world.

Supporting SEN pupils

St Alban's Classical Academy will endeavour to make sure that a pupil with SEN receives the appropriate support they need. We commit to making reasonable adjustments to their provision and access to learning, where it is possible to do so, in order that the pupil can fully engage in all aspects of academic and physical school life.

We maintain an inclusive ethos to ensure that pupils with SEN engage in the activities of the school alongside pupils who do not have SEN.

In the case of pupils who have an EHC Plan, we will participate fully in the planning and review process for such pupils, and provide the relevant Local Authority with information to facilitate the formal Annual Review process.

We value and utilise close communication with our families so that we work collaboratively with parents/guardians when we are making special educational provision for their child.

Identifying SEN

“A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.” (Special educational needs and disability code of practice, 2015)

St Alban's Classical Academy values knowing our pupils as individuals and being attentive to their educational needs. We recognise the benefits of early identification in order to make effective provision to improve long-term outcomes for the pupil.

We recognise the broad scope of special needs and the challenges in diagnosing some needs. For instance, some needs could be reasoned as characteristics of normal child development and so may only be determined once a child has experienced considerable difficulties. Therefore, there may be some pupils that have not had their SEN identified in the early years, and it may only become apparent later on.

St Alban's Classical Academy recognises that parents know their children best and so when parents express concerns about their child's development, we listen and seek to understand. We also listen to and address any concerns raised by our pupils themselves.

The above input, from parents, staff, and the pupil, will help to paint a holistic view of our pupils.

All pupils' progress will be regularly assessed through termly data progress meetings. These meetings will include a base-line assessment from the pupil's entry or the beginning of the year, monitoring of the curriculum and assessments, the pupil's early years' action plans, progress made, and academic movement between stages. In these meetings, the senior leadership team, supported by the SENco, will review and assess pupils who are behind age-related expectations.

Being "behind" can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the pupil's previous rate of progress
- fails to close the attainment gap between the pupil and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

We recognise that slow progress and low attainment do not necessarily mean that a pupil has SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

(Special educational needs and disability code of practice, 2015)

In addition to these termly meetings, any time a teacher or staff member has concerns about the progress and attainment of a pupil, and are reasonably concerned that this may be the result of a Special Educational Need, that member of staff should submit a referral to the SENco. Referral forms are available upon request.

Roles and Responsibilities

The SEN co-ordinator (SENco), Mr Matthew Diaper, is responsible for coordinating SEN provision at St Alban's Classical Academy. The SENco's roles and responsibilities include:

- undergoing regular training.
- overseeing the school's provision for pupils with special needs and EHC plans.
- being responsible for developing and reviewing the SEND policy, implementing the policy and measuring its impact.
- liaising with governors and external professionals where necessary.
- organising appropriate training and support for staff, particularly in recognising indicators of special needs.
- being actively part of termly data progress meetings with class teachers (of SEN pupils) and the Senior Leadership Team to monitor and support the learning and progress of SEN pupils.
- working closely with the Headteacher, all staff and a designated member of the Governing Board to ensure that the school's SEND policy is appropriate to each pupil.

Teachers

All class teachers, working closely with the SENco where appropriate, will have the responsibility for delivering the curriculum to pupils with SEN, and will also regularly monitor and review the progress made by all pupils within their class. If a concern arises, they will seek support from the SENco if they feel there is a pupil displaying indicators of a special need.

All teachers must implement all required accommodations from a pupil's EHC or IEP. Evidence of provision of accommodations must be clear. St Alban's Classical Academy's SENco will work closely with teachers to support them in their provision of accommodations and to assist with any helpful guidance or training they may require to fulfil the terms of a pupil's EHC or IEP.

Reviewed and updated: February 2024

Mrs L Sediles