

# Reigate Park Primary Academy

## Special Education Needs & Disability Policy Appendix

## 1. Introduction

This appendix adds academy specific detail to “The Harmony Trust Special Educational Needs and Disabilities (SEND) Policy”. It is to be used in conjunction with, and read alongside, the Harmony Trust SEND Policy, Behaviour Policy, Anti-Bullying Policy, LAC Policy, Assessment Policy, Equal opportunities, GDPR, Accessibility plan, Supporting Pupils with Medical Conditions Policy, Complaints Policy and Safeguarding Policy.

Reigate Park Primary Academy is a larger than average mainstream school of 410 pupils which was newly built in June 2015. It is situated within the Mackworth area of Derby. The school is built on two levels with a lift available. Reigate Park joined The Harmony Trust in Autumn Term 2018.

We educate children within the primary age range, 3 -11 years. At Reigate we have 12 places which offer Enhanced Resources for pupils who are deaf. At Reigate both deaf and hearing cultures are respected and we are extremely proud of our commitment to inclusivity for all pupils whatever their needs. All our deaf children are fully integrated into mainstream classes and can access enhanced resources in order to ensure their provision is fully met. The school benefits from having fully qualified Teachers of the Deaf and Teaching Assistants for the Deaf, as well as access to audiology from the Children’s Hospital, access to a Speech and Language Therapist. We also have a Sound Field System in every classroom as well as in the hall. Reigate Park Primary Academy is an approved Signature British Sign Language (BSL) Centre and teaches BSL as part of the curriculum to all Key Stage 2 Pupils on a weekly basis. BSL is also taught throughout Foundation Stage and Key Stage One in relation to the topics the children are learning.

## 2. Staffing

The SEND team at the Academy are:

Principal :  
Assistant Principal/SENCO:  
Attendance and Safeguarding Officer

Mrs K Ratcliff  
Mrs S Harrison  
Mr J Heer

## 3. Aims and Objectives

The aims of this appendix are to (this is in addition to the aim and objectives within the Harmony Trust SEND Policy):

- Outline the roles and responsibilities of Teachers for the Deaf/Teaching Assistants for the Deaf.
- Ensure outline all provision for pupils who access enhanced resources due to their deafness.

#### **4. Roles & Responsibilities – In addition to the Roles and Responsibilities contained within the Harmony Trust SEND Policy, Reigate Park have the following additional Roles and Responsibilities:**

##### **4.1. Teachers of the Deaf**

The Teachers of the Deaf play a crucial role in the Academy's SEN provision for all children who have access to enhanced provision because they are deaf. Their responsibilities will include:

- Working closely with the SENCO
- Coordinating and chairing meetings to review children's progress including Statutory Annual Reviews
- Agreeing with the SENCO and class teachers suitable strategies for the successful inclusion of deaf children in the mainstream environment.
- Arranging individually tailored programmes of support for deaf children.
- Ensuring on-going liaison with class teachers and Teaching Assistants of the Deaf in order to monitor each child's progress and effectiveness of these programmes of work.
- Ensuring that each child receives an education that meets his/her Statement/EHC Plan of Special Educational Need.
- Providing Audiology Advice/support to other members of staff.
- Ensuring that each child receives a broad and balanced curriculum.
- Providing suitable interventions.
- Liaising with outside agencies.
- Developing constructive relationships with parents in order to inform them about their child's progress and participation in all aspects of Academy life.
- Supported by teaching assistants of the deaf, provide Deaf Awareness training for mainstream children and staff.
- Providing other training to staff where appropriate.

##### **4.2. Teaching Assistants of the Deaf**

Their responsibilities will include all those for Teaching Assistants above and also the following, which are more specific to the post:

- Working closely with the SENCO/Class Teachers/Teacher of the Deaf
- Agreeing with the SENCO, Teachers of the Deaf and class teachers suitable strategies for the successful inclusion of deaf children in the mainstream environment.
- Enabling deaf children in the Academy to access learning through the use of BSL, Sign Supported English (SSE), and visual support materials.
- Help to deliver individually tailored programmes of support for deaf children under the guidance of Teachers of the Deaf.
- Ensuring on-going liaison with class teachers and Teachers of the Deaf.
- Liaising with Teachers of the Deaf in order to provide suitable interventions.

- Supporting Teachers of the Deaf in delivering deaf awareness training for mainstream children, and staff.

## **5. SEND Provision - this information is in addition to the Harmony Trust SEND Policy**

All pupils who are entitled to an Enhanced Resource placement due to their deafness will be allocated provision in line with the contents of their Education, Health and Care Plan. Provision will be allocated in consultation with the Local Authority and parents.

### **The range of provision**

The main methods of provision made by the Academy are:

- Full-time education in classes, with additional help and support by class teacher/teaching assistant/Teaching Assistant for the Deaf, through a differentiated curriculum.
- Periods of withdrawal to work with a Teaching Assistant, or for children accessing enhanced resources because they are deaf and have an EHCP, a Teacher of the Deaf/Teaching Assistant of the Deaf.
- In-class support with adult assistance
- Attendance at a specialised withdrawal room within the Academy e.g. Teacher of the Deaf/Teaching Assistant/Teaching Assistant for the Deaf supporting children with speech and language.

### **Communication**

The school uses a Total Communication approach to the teaching and learning of deaf pupils. This approach ensures that pupils can access their work through their preferred mode of communication, be that British Sign Language, spoken English, Sign Supported English, and/or pictures and symbols.

## **6. Allocation of Resources - this information is in addition to the Harmony Trust SEND Policy**

The Academy has a budget allocation for mainstream SEN. The Principal/Trust ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

The budget allocation for pupils who access enhanced resources because they are deaf, is dependent on the Service Level Agreement as allocated by the Local Authority.

Resources for SEND are managed by the SENCO, in conjunction with Teaching Assistants for the Deaf.