



Special Educational Needs and Disabilities (SEND) Policy

2023 – 2024

Adopted by

Name of School

School logo to be inserted

This report is reviewed and updated annually by the Trust's Special Educational Needs and Disabilities Lead, Dan McEvilly. It is approved annually by the Trust and adapted and implemented by the Trust schools.

This report has been written in conjunction with SEND Code of Practice 2015 and the Children and Family Act 2014.

Reviewed: September 2023
Next Review: September 2024

This policy has the following highlighted sections:

Yellow – new details or alterations

Green – can be amended by the individual school

In collaboration with



School's Name vision for Special Educational Needs and Disabilities (SEND)

At **school's name** we aim to provide every child within our schools with the best chance to succeed in life through providing a fully inclusive and high-quality school experience. We will provide a broad, balanced and relevant curriculum to all pupils including those with SEND. In line with the SEND Code of Practice (2015) our SEND system has a strong focus on improving outcomes for all our children through encouraging open communication with parents and carers, health care professionals, teaching staff, teaching assistants and the pupil through a culture of active listening and mutual respect.

The SEND Aims at School's Name

- To ensure that all pupils have access to a broad and balanced curriculum.
- To ensure, where necessary, an adapted curriculum is provided.
- To ensure early identification of all pupils requiring additional support.
- To ensure that pupils with SEND participate, where possible, in extracurricular activities and the general life of the school community.
- To ensure that parents/carers of pupils with SEND are fully informed and consulted with regards to their child's progress and additional needs.
- To ensure that open, productive communications are developed and maintained with parents and carers of pupils with SEND where the parent/carers input is actively sought and valued.
- To ensure that pupils are involved in decisions which affect their future.
- To ensure that clear, open communications are developed and maintained with outside agencies.

The responsibilities of the SENDCo/Assistant SENDCo's are:

- To maintain the school's SEND register, overseeing and updating pupil records.
- To ensure effective monitoring and evaluation of the progress of pupils with SEND.
- To liaise with and advise staff.
- To manage the SEND Team, coordinating, monitoring, evaluating and encouraging professional development.
- To liaise with nursery's, feeder schools and destination schools during transition.
- To ensure that effective partnership practices are embedded into the heart of the department.
- To work with external agencies to ensure appropriate provision for students with SEND.
- To liaise with the Local Authority and to apply for integrated needs assessments to obtain Education, Health and Care Plans.

Definition of Special Educational Needs

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

SEND Code of Practice January 2015: 6.15

Identification, Assessment and Provision

Provision for pupils with special educational needs is a matter for the whole school. In addition to the governing body, the CEO, the schools' Head Teachers and the SENDCo, every teacher has a responsibility to provide a quality education for all pupils including those with special educational needs.

'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.'

SEND Code of Practice January 2015: 6.36

All teachers are teachers of pupils with special educational needs.

Teaching pupils with SEND is a whole school responsibility, requiring a whole school approach. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation which takes account of the wide range of abilities, aptitudes and interests of the pupils.

The majority of pupils will learn and progress within these arrangements. However, for pupils with special educational needs, there may be a need to provide an enhanced level of provision and support. It is our aim to optimise the physical, social, emotional and intellectual development of all of our pupils.

All teachers are responsible for identifying pupils with SEN in partnership with the SENDCo, working closely to recognise those pupils requiring different or additional support as early as possible.

Parent Partnership

The views of parents and carers are vital to establishing a complete overview of a child's areas of weakness, strength and special interests. Parents play a crucial role in planning and evaluating the success of additional support.

At **school's name** we view our parents as partners in their child's education and recognise that parents hold key information and have in-depth knowledge of their child as an individual. Liaison between parents and school is actively encouraged.

We have a variety of methods of communication readily available; communication through mutually convenient scheduled meetings, telephone conversations, emails and, **Epraise/Dojo** messages are all actively encouraged to establish effective collaborative practice.

Parents and carers of students with SEND will be invited into school on at least a termly basis to review their provision, discuss their individual learning plan and amend the student's one page profile.

Early Identification

Early identification is a priority, and all pupils are assessed on entry to **school's name** and over their years at the school.

Schools will use the following strategies to determine whether additional support/provision is required:

- Close scrutiny of entry data.
- Evidence from previous teacher observations/assessments.
- Pupil progress data compared to National Strategies and National guidance on expected outcomes with regards to key phases of education.
- Standardised screening or assessment tools. Pupils with reading ages of two years or more below their chronological age are highlighted for intervention.

Screening processes which are used regularly are:

- a) Screening/diagnostic tests
- b) Reports or observations
- c) Records from feeder schools
- d) Information from parents
- e) National curriculum results

On entry to **school's name** each child's attainment will be assessed using a baseline system of testing to establish their start point, this is then monitored over their time at the school to assess progress and highlight where further support is needed. Class teachers, Heads of department/subjects, the school SENDCo and Senior Leadership Teams (SLT) will analyse the data regularly and look for any anomalies which could indicate a pupil has a special educational need.

Where a student is identified as having a special educational need or disability information from our feeder establishments and knowledge of the pupil will be analysed to synthesise a One Page Profiles, outlining the areas of additional support required and giving advice on suitable strategies to enable the individual pupil to access a full, broad, balanced, and inclusive curriculum. These are then kept up to date by class teachers and parents/carers, so they accurately reflect the current needs of the students to help inform lesson planning and intervention needs.

Records from feeder establishments will:

- provide a starting point for an appropriate and where necessary, differentiated curriculum
- identify appropriate additional support within the class
- ensure an on-going, robust system of observation and assessment to inform future planning, evaluate the effectiveness of additional support and look towards the next necessary steps to ensure continued, high quality learning outcomes
- provide a starting point for working in partnership with parents, outside agencies, the teaching and support staff and the pupil.

Placement on the school's SEND register

Once a child is established within their school community, if a concern is raised by teaching staff or teaching assistant about a child's progress, academically or socially, they will then liaise with both parents and the SENDCo about possible support strategies. The starting point of liaison will be to

consider the effectiveness of the quality first teaching approaches already deployed and discussion of the other possible strategies which might be effective. If it is felt that additional support is required due to less than expected progress, over the course of two terms, then with parental support, the pupil will be placed on the SEND register as requiring SEND support.

Less than expected progress can be defined in many ways. It might, for instance, be progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap
- progress with Social, Emotional, Mental Health.

A child with a diagnosed Special Educational Need or Disability, such as Autism, Dyslexia or Dyspraxia may also be placed on the SEND register if it is felt that school need to monitor their progress more regularly.

Provision Mapping and One Page Profiles

Our provision mapping system shows all additional support (learning plans and interventions) that have been put in place to support a pupil's learning journey throughout their time at **school's name** and a summary of its effectiveness.

Pupils on the SEND register have a one-page profile which details their identified needs, giving strategies on how best to meet these additional needs during the school day.

These processes are recorded on our Provision Mapping computer software. These are then securely available for all staff have access to, therefore informing their planning, allowing it to be centred on the pupil's needs and strengths.

A graduated response

At **school's name** we use a graduated response to SEND which involves a four-part cycle of assessment, planning, doing and reviewing on at least a termly basis. These stages are outlined below:

Assess

Once a child has been identified as having SEND, their teacher and, if required, the SENDCo will carry out a detailed analysis of the pupil's needs. This analysis will take into account the following:

- teacher's assessment and knowledge of the pupil
- the pupil's previous progress and attainment
- teacher/staff observations
- the individual's development in comparison to their peers and national data
- the views and experience of the parents
- the pupil's own views
- advice from external support services if relevant

Plan

The class teacher and, if required, SENDCo, in consultation with parents, will agree what adjustments, interventions and support is needed and will be put in place. This will then be recorded on a learning plan, which will also include the desired impact of these actions. This plan will also include a date set to review the effectiveness of the planned strategies.

This information will be made available to all staff who teach the pupil and will be recorded on their provision map.

Do

The class or subject teacher will remain responsible for the progress of the pupil. They will implement the plan within the classroom and work closely with staff providing any interventions and ensure that any support is linked to classroom teaching.

Review

All interventions and learning plans will have a clear, measurable, outcome and progress in the interventions will be closely monitored by teachers and teaching assistants. The impact of the intervention will be evaluated by the teacher, parent and pupil and the support given should be revised where necessary. This will enable the staff to plan for the next steps. Where strategies are proven to be successful these will be added to the one page profile of the pupil.

Involving Specialists

If, despite intervention, a pupil continues to make less than expected progress; specialists may be consulted. The school will always involve parents in this decision and obtain their permission to discuss their child with an outside agency. Specialist services include but are not limited to:

- Educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialists for children with visual impairment or hearing impairment
- Chadsgrove Outreach Teams – Complex Communication Needs (CCN) Team etc.
- The Spire's Learning Support Team (LST)
- Speech and language therapists
- Occupational therapists
- Physiotherapists
- Trauma Informed Therapists – through the Forge PRU.
- Alternative provision

Integrated Needs Assessment

For a few pupils the support ordinarily available in school, may not be sufficient to enable the pupil to make progress. It will then be necessary for the school, in partnership with parents and any external agencies involved, to consider whether to request an integrated needs assessment to assess if the student needs an Education, Health and Care Plan (EHCP). Where a request for and an assessment is made to the Local Authority the pupil will have demonstrated significant cause for concern and the school will provide all necessary written evidence to the Local Authority.

Annual Review of Education, Health and Care Plans

All EHCPs will be reviewed at least annually with the parents, the pupil, the LA (if appropriate) and relevant outside agencies. Collectively we will discuss the student progress against the targets set out in the plan and consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified.

The Annual Review should focus on what the child has achieved as well as any difficulties that need to be resolved, review the levels of attainment in relation to basic literacy, numeracy and life skills, and set new targets for the coming year. The reviews held in the student's penultimate and final year at the school will be particularly significant in preparing for the pupil's transition to their next school.

Transition

At **school's name** we seek to provide a smooth transition for pupils with SEND when transferring to and from our schools. The School SENDCo liaises closely with the feeder establishments to meet with the pupils and key staff to discuss the additional needs of any pupil moving to our schools. Similarly, the SENDCo meets with key staff at schools which we feed into to discuss the additional needs of the pupils transferring from our schools. The SENDCo will, where possible, arrange additional transition days where needed during the summer term for the most vulnerable pupils both leaving and joining us.

During our additional visits students will have the opportunity to come to school with their parents and share in some fun transition activities. The SENDCo will also endeavour to offer the same opportunities to the most vulnerable pupils in their final year in moving to their new school, to meet with the SENDCo and key staff of their new school and take part in various activities. Pupil SEND records are also transferred to their new school at the end of the summer term.

Resources

We employ skilled teaching assistants who are deployed to support the teaching of all students and also to support the teaching of those pupils with SEND. Most of the resources used by children with SEND are available within the classrooms in which they work. Where ICT software is needed to support both individuals and groups of pupils with special educational needs, these are installed on relevant computers in school. Additional resources for specific support are stored centrally in each school and available to all staff, on request, when needed.

The Trustees and School Governing Body ensure that resources are allocated to provide for all pupils who require it in meeting the objectives set in this policy. The Trust SEND lead and School SENDCo will also advise the CEO and Heads of School of any additional funds which may be needed to meet any extra provision deemed necessary.

Concerns

When a parent has cause for concern about SEND practice in school, they should in the first instance contact their child's class/form teacher. Where necessary class teacher may then choose to involve the school SENDCo. If after this you still have any concerns grievances can be raised through the respective school's complaints policy which can be found on our website or by contacting their main school office.

Amendments in yellow made during review September 2023 – to assist author with next review

Page no	Section	Heading	Text approved
3		Identification, Assessment and Provision	<u>Identification, Assessment and Provision</u> Provision for pupils with special educational needs is a matter for the whole school.

Green highlights removed – for school personalisation

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Front page		Heading	Name of School School logo to be inserted
2		Vision	<u>School's Name vision for Special Educational Needs and Disabilities (SEND)</u> At school's name we aim to provide every child within our schools with the best chance to succeed in life through providing a fully inclusive and high-quality school experience.
2		SEND Aims	<u>The SEND Aims at School's Name</u>
3		Parent Partnership	At school's name we view our parents as partners in their child's education and recognise that parents hold key information and have in-depth knowledge of their child as an individual. Liaison between parents and school is actively encouraged. We have a variety of methods of communication readily available; communication through mutually convenient scheduled meetings, telephone conversations, emails and, Epraise/Dojo messages are all actively encouraged to establish effective collaborative practice.

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5		Provision Mapping and One Page Profiles	<p>Our provision mapping system shows all additional support (learning plans and interventions) that have been put in place to support a pupil's learning journey throughout their time at school's name and a summary of its effectiveness.</p>
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