



## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY**

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## Special Educational Needs and Disabilities (SEND) Policy

### 1 Introduction

- 1.1 This policy was reviewed and updated in line with the 2014 Code of Practice and guidance from DfE.
- 1.2 This Academy Trust provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the Trust.
- 1.3 These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.
- 1.4 Children may have special educational needs either throughout or at any time during their time with the Trust. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

### 2 Aims and objectives

- 2.1 The aims of this policy are:-
- to create an environment that meets the special educational needs of each child;
  - to ensure that the special educational needs of children are identified, assessed and provided for;
  - to make clear the expectations of all partners in the process;
  - to identify the roles and responsibilities of staff in providing for children's special educational needs;
  - to enable all children to have full access to all elements of the trust curriculum;
  - to recognise that children with special needs are more vulnerable to abuse and exploitation;
  - to ensure that parents are able to play their part in supporting their child's education;
  - to ensure that our children have a voice in this process.

### 3 Educational inclusion

- 3.1 In our Trust we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our Trust community. Through appropriate curricular provision, we respect the fact that children:-

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- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

### 3.2 Teachers respond to children's needs by:-

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- Differentiation of lessons.

## 4 Special educational needs

### 4.1 Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:-

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;
- they are under school age and fall within the definitions above.

### 4.2 Many of the children who join our Trust have already attended an early education setting. In many cases children join us with their needs already assessed. All our children are assessed when they join our Trust, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

### 4.3 If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and trust resources. This level of support is called School Support. The child's class teacher will offer interventions that are different from or additional to those provided as part of the trust's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs And Disability Co-ordinator (SENDCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENDCO will then take the lead in further assessments of the child's needs.

### 4.4 We will record the strategies used to support the child within a support plan. The Support Plan will show the short-term target set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term.

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The Support Plan is written in consultation with parents and the child, to achieve the best possible outcomes.

- 4.5** If the Support Plan review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional or different strategies to those at School Support. This enhanced level of support is called School Support Plus. External support services will provide information for the child's new Support Plan. The new strategies within the Support Plan will, wherever possible, be implemented in the child's normal classroom setting.
- 4.6** If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LEA. A range of written evidence about the child will support the request.
- 4.6** In our trust the SENDCO:-
- manages the day-to-day operation of the policy;
  - co-ordinates the provision for and manages the responses to children's special needs;
  - supports and advises colleagues;
  - oversees the records of all children with special educational needs;
  - acts as the link with parents;
  - acts as link with external agencies and other support agencies;
  - monitors and evaluates the special educational needs provision and reports to the governing body;
  - manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
  - Contributes to the professional development of all staff.

## **5 The role of the governing body**

- 5.1** The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.
- 5.2** The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other providers, when appropriate, and report annually to parents on the success of the trust's policy for children with special educational needs. The governing body ensures that parents are notified of a decision by the trust that SEN provision is being made for their child.
- 5.3** The governing body has identified a governor to have specific oversight of the trust's provision for pupils with special educational needs. The 'responsible person' in this trust is the Headteacher. The Headteacher ensures that all those who teach a pupil with a statement of special educational needs are aware of the nature of the statement.
- 5.4** The SEN governor ensures that all governors are aware of the trust's SEN provision, including the deployment of funding, equipment and personnel.

## **6 Allocation of resources**

- 6.1** Teachers will lead the delivery of an intervention programme for special needs provision within their class supported by a Teaching Assistant, including the provision for children with a statement of special educational needs or an Education Health Care Plan.
- 6.2** The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.
- 6.3** The Headteacher and the SENDCO meet annually to agree on how to use funds directly related to statements. The SENDCO draws up the resources bid when the trust is planning for the next trust improvement plan.

## **7 Assessment**

- 7.1** Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- 7.2** The class teacher and TA using the specified intervention programme assess and monitor the children's progress. The SENDCO can administer further tasks if necessary.
- 7.3** The SENDCO works closely with parents and teachers to plan an appropriate programme of support.
- 7.4** The assessment of children reflects as far as possible their participation in the whole curriculum of the trust. The class teacher and the SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- 7.5** The LA seeks a range of advice before making a formal Education Health Care Plan. The needs and views of the parent and child are considered paramount in this.

## **8 Access to the curriculum**

- 8.1** All children regardless of disability, gender or race have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:-
- understand the relevance and purpose of learning activities;
  - experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 8.2** Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning. For some children the use of the outside learning environment will enhance their learning opportunities.
- 8.3** School Support Plans, which employ a small-steps approach, feature significantly in the provision that we make in the trust. By using PIVAT's, we

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ensure that children experience success and make accelerated progress. All children at School Support, School Support Plus and an Education Health Care Plan have a support plan.

- 8.4** We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. All TAs working with these children have a copy of the child's support plan and weekly planning sheets written by the class teacher to ensure continuity and progression. TAs feedback the children's learning to Teachers by annotating the support plan/weekly plan.

## **9 Partnership with parents**

- 9.1** The trust works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with special educational needs.

- 9.2** The trust prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our trust. The Governors' Annual Report to Parents contains an evaluation of the policy in action. A named governor takes a special interest in special needs and is always willing to talk to parents.

- 9.3** We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

The Local Offer and SEN Information Report is available on the school website and is an important resource for parents in understanding the range of services and provision on offer.

## **10 Pupil participation**

- 10.1** In our trust we encourage children to take responsibility and to make decisions. This is part of the culture of our trust and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

- 10.2** Children are involved at an appropriate level in setting targets in their Support Plans and sign the plan in the termly review meetings. Children are encouraged to make judgements about their own performance against their Support Plan targets. We recognise success here as we do in any other aspect of trust life.

## **11 Monitoring and evaluation**

- 11.1** All staff evaluate the children through ongoing assessment using a range of materials. The SENDCO monitors the movement of children within the SEN

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system in trust. The SENDCO provides staff and governors with regular summaries of the impact of the policy on the practice of the trust.

- 11.2** The SENDCO can offer support for teachers involved in drawing up Support Plans for children. The SENDCO and the Headteacher hold regular meetings to review the work of the trust in this area.
- 11.3** The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENDCO reports the outcome of the review to the full governing body.