

Shireland Collegiate Academy trust

Primary SEND Policy

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**The Trust, all Academies within the Trust and Shireland Learning Limited
must comply with this policy.**

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In this document any reference to Academy covers both our Academies and our Primary Technology Schools.

Reference to Statutory Legislation

The Standards and Performance Committee and the Shireland Collegiate Academy Trust Board are committed to ensuring that necessary provision is made for every

pupil that has Special Educational Needs or a disability in accordance with the Code of Practice (2014).

Statement of Intent

This policy is in line with our teaching and learning policy and equality of opportunity policy and aims to support inclusion for all of our children from Early Years Foundation Stage to Year 6. The responsibility for the management of this policy falls to the Principal; the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENCO). The Standards and Performance Committee and the Shireland Collegiate Academy Trust Board, Principal and the SENCO will work together closely to ensure that this policy is working effectively.

High quality teaching is differentiated to meet the needs of the majority of pupils. Some pupils will need something additional to and different from what is provided for the majority of pupils; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

Our Primary Academies will do their best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school.

The staff and trustees of our Primary Academies will also work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that; all teachers are teachers of Special Educational Needs. Every teacher will be responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Teaching and supporting pupils with SEND will therefore be a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, pupils, children's services and all other agencies.

School Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision, other than in exceptional circumstances where the school does not have the resources and facilities to support the child (refer to accessibility plan).

Our Values and Visions for SEND in our setting

Our educational provision is underpinned by our three core beliefs:-

- We believe that every pupil will have access to a whole education underpinned by academic rigour.
- We believe that every pupil should be equipped for the future through teaching them relevant and cutting-edge skills for the era in which they live.
- We believe that every pupil should be safe, happy, ambitious for themselves and respectful of all.

The education and success of all our pupils is of equal value and the celebration of diversity in gender, race, creed and ability, is achieved by providing quality teaching to raise standards and equalise life choices. Bullying in any form is completely unacceptable and will always be taken very seriously and we will actively encourage respect for the dignity of ourselves and others, recognising that all members of our community have rights, with complementary responsibilities.

We will also recognise that all students may experience difficulties due to events such as bereavement and family problems. As with students who have special educational, physical or emotional needs, the school will provide support to ensure that a disproportionate number of behaviour issues do not arise from these more vulnerable students.

We will have a commitment to developing individual potential and autonomy both inside and outside the classroom and a belief that students learn best in a safe and nurturing environment, which promotes a sense of belonging. We know that high student self-esteem and aspiration are essential to success and are best encouraged in a community that celebrates all that is positive.

The success of any school policy depends on the understanding and support of parents and as such, should be shared with them and their commitment to it sought.

Definition of SEND

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) 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 or mainstream post-16 institutions; *SEN Code of Practice (2014, p 4)*

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’ This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN Code of Practice (2014, p5)*

Areas of Special Educational Need

Under the SEND Code of Practice 2014 pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

Cognition and Learning

Social, Emotional and Mental Health Difficulties

Communication and Interaction needs

Sensory and/or Physical needs

(Please see SEN Information Report for more detailed explanation of these four needs)

These four areas give an overview of the range of needs that the school needs to plan for. However, the school will view every student as an individual with a range of skills, experiences and talents and would not seek to categorise or restrict expectations on the basis of an identified special educational need.

Other Factors that may affect attainment & progress

There are other factors which are not included in a definition of special educational needs, but which nonetheless may impact on engagement, progress and achievement in the academy.

These include:

- Disability – the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation, but this alone does not constitute SEN
- Attendance and punctuality
- Health and Safeguarding issues
- Having English as an Additional Language
- Lack of literacy in home language
- Gaps in previous educational history
- Being in receipt of Pupil Premium
- Being a Looked After Child

Some students may combine a special educational need with one or more of these additional factors, which may make initial identification and effective support more challenging.

Definition of SEND Provision / SEN support

This SEND policy details how, within our setting, we will do our best to ensure the necessary provision to be made for a pupil who needs support and that those needs are known to all who are likely to work with them.

We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils that do not have special educational needs.

Our Aim

Serving a diverse and often economically challenged community, our school views will raise the aspirations and expectations of all students, including those with SEN, as paramount. Our innovative teaching, assessment and monitoring methods emphasise the importance of outcomes for pupils, rather than a narrow focus on hours of provision or support.

Our Objectives

Whole school approaches leading to individual approaches

1. To identify and provide effective strategies to support the development of pupils who have special educational needs.
2. To work within the guidance provided in the SEND Code of Practice, 2014.
3. To ensure a high level of staff expertise to meet pupil need, through well targeted training and use the Collegiate Academy Trust's core team who can offer direct support to students, liaise with families and outside agencies and advise teachers and other staff on SEN related issues.
4. To take into account the views of the pupils with special educational needs
5. To encourage good communication and genuine partnerships with parents/carers of children with special educational needs

6. To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for pupils with special educational needs
7. In conjunction with the Medical Policy make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions
8. Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods
9. To implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process
10. Employ a collaborative approach with learners with a SEN or disability, their families, staff within school, other external agencies including those from Health and Social Care
11. Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family
12. Share expertise and good practice across the school and local learning community
13. Make efficient and effective use of school resources

Our approach to Identification

Early Concerns

The progress made by all pupils will be regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. This can be then used in later discussions if concerns persist.

How we identify and support pupils with SEN

All pupils' attainment and achievements will be monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:

Be similar to that of peers;

Match or better the pupils' previous rate of progress;

Close the attainment gap between the pupil and their peers;

Prevent the attainment gap growing wider.

Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the school's Special Educational Needs Coordinator (SENCO) and the Collegiate Academy Trust's Core team to assess if a pupil has a significant learning difficulty and agree appropriate support.

In some cases, it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

Where a pupil is identified as having SEN, action will be taken to support effective learning by removing barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.

For pupils with low level special educational needs the cycle of Assess, Plan, Do and Review will fit into the regular termly assessment and planning cycle for all pupils. These are known as Pupil Progress Meetings. For those pupils with more complex needs or for who a more frequent cycle needs to be employed additional meeting dates will be set in addition to the termly Pupil Progress Meetings.

Funding for SEND and allocation of resources

Each term, in consultation with the Principal and class teachers, the SENCO will map the targeted provision in place for pupils on the SEND register to show how resources are allocated for the school's overall SEND budget, and to monitor the cost of the whole of our SEND provision. This targeted provision is outlined on the school's overall Provision Map.

Interventions

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are:

Phonics banding, Catch-Up numeracy support using Numicon, individual and group daily reading, language and/ or speech interventions, handwriting using agreed handwriting scheme resources, spelling support, times tables support, home learning support, playtime/lunch time support, restorative approach, class rules, circle time, bereavement counselling

Tracking progress

Every pupil in the school will have their progress tracked. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

Early Years Foundation Stage

In assessing progress of children in the early years, we will use the non-statutory Early Years Outcomes guidance as a tool to assess the learning and development of a child at expected levels for their age, these include typical behaviours across the seven areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

Identification of barriers to learning at this stage is crucial.

“It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.” Early years: guide to the 0 to 25 SEND code of practice; 2014”

The school will liaise with the Pre-school and day-care provision to enable an effective transition. The SENCO will ensure policy and practice is continuous and young children with SEND are fully supported. (See EYFS SEND policy 2015)

Exit Criteria

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching they will no longer be

seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the schools SEN register.

The Class Teacher will continue to monitor the progress of these pupils to make sure there is no deterioration of progress post intervention.

Teacher roles and responsibilities

All teachers are teachers of children with Special Educational Needs

The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Teaching staff will support learners at a level appropriate to their needs through effective differentiation in the classroom. This will be constantly reviewed as the child develops and makes progress.

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 their senses and of varied 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, in order to participate fully in learning

Pupils requiring more specific intervention to access the curriculum may be supported in a range of ways, for example:

- Individual or small group literacy programmes
- Individual or small group social and emotional development programmes
- Individual or small group communication & interaction programmes
- Shared in-class support from a teaching assistant
- Individual programmes to meet specific needs
- Access to assistive technology
- Support the completion of Pupil Profiles where needed
- Work with the SENCO to ensure EHCPs are delivered well and where the SENCO deems necessary; IEPs are well planned, in place and delivered well.

The use of Teaching Assistants to support SEN and D

Teaching Assistants will be strategically deployed and have sufficient training to be able to support those who need extra provision. We recognise the impact they can have when used effectively and in a targeted and monitored way (Maximising the Impact of Teaching Assistants, 2015).

We will also ensure that trainees will have quality initial training on SEND provision to enable support for all pupils not making expected progress can effectively intervene and know the next steps in learning development.

SENCO roles & responsibilities

The SENCO will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

In our schools, the SENCO:

- manages the day-to-day operation of the school SEND policy
- co-ordinates the provision for and manages the responses to children's SEN or Disability
- supports and advises colleagues, providing training to both teaching and support staff
- maintains the school's SEN register
- oversees and manages the records (EHCs) of all children with SEN
- acts as the link with parents and carers
- Liaises with parents and external agencies including the Partnership, LA's support and Educational Psychology Service, Health & Social Services and Voluntary bodies.
- completes documentation required by outside agencies and the Local Authority
- monitors and evaluates the SEN provision and reports to the governing body and Senior Management Team
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- Contributes to the professional development of all staff.
- Ensure that SEN provision is an integral part of the RAP
- Establishes links with the link Governor responsible for SEND
- Develops the use with staff of a whole school provision map to give an 'at a glance' illustration of both the range and allocation of the interventions the school makes for those with SEN
- Trains staff on the use of Provision Map tool and monitor the use of the tool when EHCPS and IEPs and individual provision maps are created

- Evaluates the impact of the interventions provided to pupils with SEN and report to Principal and CAT core team
- Management or support in the management of Teaching assistants

The role of the Principal

The Principal will have responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Principal will keep the Governing Body fully informed on Special Educational Needs issues. The Principal will work closely with the SENCO and the SPC members/ member responsible for SEND.

Our partnership approach to involving parents/carers

- The views, wishes and feelings of the child and the child's parents / carers. These will be collated through the online Pupil Passport tool (it can include audio clips and photos where written words may be difficult)
- The importance of the child and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.
- The need to support the child and the child's parents / carers, in order to facilitate the development of the child and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

Record keeping, monitoring and data management

SEN Support Monitoring

The SENCO will maintain the SEN register and monitors the movement of children within the SEN system in school. The SENCO provides staff and SPC members with regular summaries of the impact of the policy on the practice of the school. The SENCO is involved in supporting teachers involved in drawing up Education Health Care Plans (EHCPs) for children. The SENCO and the principal hold regular meetings to review the work of the school in this area. The SENCO and the named SPC member with responsibility for special needs also hold regular meetings.

The use of technology and in particular Provision Map will significantly reduce the amount of administration time needed to complete the EHCP process and helps SENCOs and other key workers (including health & social professionals) carry out all tasks associated with an EHCP (Education, Health & Care Plan) IEPs (Individual Education Plan) and pupil provision maps quickly across multiple Local Authorities and enables more effective monitoring of the plans.

The Role of the SPC in Monitoring SEND provision

SPC members will play a part in school self-review and the SEN link member is involved in monitoring the school's SEN policy, and keeping other members up to date with the school's SEN provision.

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2014) to:

- Use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs
- Ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN and disabilities, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for.
- Designate a teacher to be responsible for co-ordinating SEN provision – the SEN coordinator, or SENCO.
- Inform parents/carers when they are making special educational provision for a child
- Ensure the efficient education of the pupils with whom they are educated and the efficient use of resources.
- Keep other members informed about the changes to legislations
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.
- Prepare an SEN information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

Accessibility

The school will be compliant with the Equality Act 2010 and Accessibility legislation. It is fully accessible for wheelchair users and has disabled toilet facility. ANY School work hard to develop their accessibility and the schools' accessibility plan detailing how this is being developed can be accessed from the school website.

Storing and Managing Information

Pupil SEND records will be kept in accordance to the DfE guidance contained in “Statutory Policies for schools” (January 2020)

<https://www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts>

SEND Information Report

The school will ensure that the SEND information is accessible on the school website. SPC members and the Trust board have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

Working with external partners

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. Parents will be consulted prior to any outside agency involvement.

The agencies used by the school include:

SENDS (Specialist advisers including Autism, Specific Learning Difficulties, Visually and Hearing Impaired Service)

Educational Psychologist

CAMHS (Child and Adolescent Mental Health Service)

Social Services

Children’s Therapy Team (Speech and Language / Occupational Therapy)

Paediatricians

Behaviour Support Service

Supporting Transition

On entry to Nursery a transition programme will be put into place for identified children with SEND. This will involve home visits from the school staff and meeting with all outside agencies involved. Any reasonable adjustments are made to the school environment to ensure a smooth transition between phases of education.

At all transition points throughout the school, meetings are held between class teachers to discuss and prepare for individual children’s needs.

If a child were to move school all relevant information would be passed on to the receiving school.

In preparation for transition to High School, in line with the Code of Practice (2104), transition meetings are held at the appropriate times to discuss arrangements for the next phase of education. Children will also be given the opportunity to spend time in their new setting.

Meetings between teachers, SENCO and the SENCO from the High Schools will enable information to be shared.

Pupils with Medical Conditions

Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way using the DAF paperwork. For those pupils with an Education, Health and Care (EHC) plan this will be used as it brings together health and social care needs, as well as their special educational provision.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Please see the schools Medical Policy for further details.

Children in Hospital

The member of staff responsible for ensuring that pupils with health needs have proper access to education will liaise with other agencies and professionals*, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

* E.g. medical agencies, Hospital School, DPLS

Staff Training

All staff will have received training related to SEND. This may be through specific intervention programmes or general SEND training:

- Developing Literacy and Numeracy
- Close the Gap Marking
- IEP and / or Provision Map Training
- Code of Practice
- Requesting EHC needs assessment

The local authority must conduct an assessment of education, health and care needs and prepare an Education, Health and Care Plan (EHCP) when it considers it may be necessary for special educational provision to be made for the child.

Following a request for assessment the local authority must determine whether a statutory education, health and care assessment is necessary, make a decision and communicate its decision to the child's parent / carer.

Children, young people and families should experience well-coordinated assessment and planning leading to timely, well-informed decisions.

The whole assessment and planning process from the point of assessment as requested to the final EHCP plan to be issued, must take no longer than 20 weeks. The local authority will consult with parents and take into account their feelings, wishes and views.

The school will use Provision Map to create, share and monitor EHCPs and IEPs and training will be in place so this can be done effectively.

Complaints Procedure

In the first instance, parent complaints about the provision or organisation of SEND will be dealt with through the procedures outlined in the School's Complaints Policy.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

SEN Information Report

The SPC and Trust board have a legal obligation to publish information on the school website in regard to current organisation of SEND provision, together with evidence of progress of children with additional needs. This will be found through the SEND link on the website.

Link to other policies

- [Accessibility Plan](#)
- [Inclusion Policy](#)
- [Single Equality Plan](#)
- [Gifted and Talented Policy](#)
- [Complaints Policy](#)