



## SEND POLICY

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## SEND POLICY

### SPECIAL EDUCATIONAL NEEDS (SEN)

#### 1. RATIONALE

It is our intent that every learner in our community has what they need, when they need it, so that all children can thrive, feel safe, valued, encouraged and accepted; love learning and grow the skills and independence they need to achieve at their highest level. We promote a climate of warmth and support in which self-confidence and self-esteem can grow.

We aim to empower our children to respect themselves, others and their community. We believe that by identifying individual needs and taking proactive steps alongside families and other professionals, all children should be able to play a full, active part in school life. Children with special needs are most likely to have their needs met where all staff have a secure knowledge and understanding of their individual needs. Our staff work together with parents and wider professionals to ensure all children take part at a level and in a way that is appropriate to their needs and understanding. We have high expectations and aspirations for all the children in our care.

#### 2. AIMS

Our special educational needs and disabilities (SEND) policy aims to:

- Ensure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
  - Support and make provision for pupils with special educational needs and disabilities
  - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
  - Help pupils with SEND fulfil their aspirations and achieve their best
  - Help pupils with SEND become confident individuals living fulfilling lives
  - Help pupils with SEND make a successful transition into their next stage of education
  - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Through co-production, ensure that the policy is understood and implemented consistently by all staff.
- Share our commitment to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.
- Set out how we are creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.



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### 3. LEGISLATION AND GUIDANCE

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- This policy also complies with our funding agreement and articles of association.

### 4. INCLUSION AND EQUAL OPPORTUNITIES

We actively seek to remove barriers to learning and participation that can hinder or exclude individuals or groups through approaches explained in this document.

Teachers ensure that all children:

- Feel secure, know that their contributions are valued and take responsibility for their own actions
- Appreciate and value the differences they see in others
- Are taught in groups and through different approaches that allow them to experience success
- Have a common curriculum experience that reflects a range of social and cultural backgrounds and offers challenging targets
- Participate fully

Our site is accessible to those with mobility difficulties and we work with parents and appropriate professionals to ensure that adjustments to the physical environment and teaching approach are made to support identified needs. Staff will undertake training and seek advice to ensure that individual pupils' needs are met.

We are mindful of needs changing through time and adapt our provision, seeking to meet needs of pupils including but not limited to those with different genders, religions, ethnicities and races; pupils who have English as an additional language, have disabilities, medical needs or SEN, pupils at risk of exclusion or refusal, pupils for whom poverty or home life are a barrier, asylum seekers and refugees.



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### 5. DEFINITIONS

#### 5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

**Special educational provision** is educational or training provision that is **additional to, or different from**, that made generally for other children or young people of the same age by mainstream schools.

#### 5.2 Disability

- Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions. Children with these conditions do not necessarily have SEN, but there can be overlap or co-occurrence between disability and SEN. Where a disabled child requires special educational provision, they will also be assessed through the SEN definition of their needs. The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.
- There are a number of additional factors and areas of vulnerability which can affect a child's progress. These include their attendance, health, welfare, being in receipt of Pupil Premium Grant, being the child of service personnel, being a Looked After Child and how they integrate and transition between schools and classes.
- Having English as an additional language (EAL) is not itself a special need. Neither are slow progress, low attainment or disruptive or withdrawn behaviour necessarily indicators of SEN. However a child showing these may have SEN, as may a child who is making progress in line with their chronological age. (SEND Code of Practice 2015, p96)
- Children with SEN may find it harder to make friends or join clubs. They may feel less confident, struggle in noisy or busy environments or benefit from being able to access a quiet, supported place or a key member of staff. We work with parents to ensure that these needs are recognised and supported.
- All learners will have access to "High Quality Teaching" and a curriculum that has been appropriately differentiated or reasonably adapted to their need. Where a child has had access to High Quality Teaching and Reasonable Adjustments of the environment and still does not make adequate progress, then they need provision that is "different from and additional to" that available to the whole class. At this point they are described as having SEN.



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### 5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that include more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

#### **Communication and interaction**

Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.

#### **Cognition and learning**

Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:

- Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia
- Moderate learning difficulties
- Severe learning difficulties
- Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

#### **Social, emotional and mental health**

These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:

- Mental health difficulties such as anxiety, depression or an eating disorder
- Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
- Suffered adverse childhood experiences

These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

#### **Sensory and/or physical**

Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.

Pupils may have:

- A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment
- A physical impairment

These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.



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### 6. ROLES AND RESPONSIBILITIES

#### 6.1 The SENDCO

The SENDCO at our school is Mrs Sally Pawley

She will:

- Discuss with parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the Principal and SEN Academy Committee member to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the Principal and academy committee to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the Principal, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the Principal, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the Principal and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching



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### 6.2 The Academy Committee

(see Academy Committee Terms of Reference for more detail)

With reference to Safeguarding and SEND, the Academy Committee will:

- Appoint a designated Academy Committee member for safeguarding, SEND and looked after children.
- Monitor child protection and safeguarding procedures including the annual statement.
- Ensure the Trust's safeguarding and child protection policy is adhered to fully by all staff.
- Ensure the Trust SEND policy is implemented in compliance with the statutory framework.
- Ensure publication of the SEND local offer and SEND report on the academy website.

### 6.3 The SEND link academy committee member

The SEND link academy committee member is Mr Steven Lawson Turner

The SEND link academy committee member will:

- Help to raise awareness of SEND issues at Academy Committee Meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the Academy committee on this
- Work with the Principal and SENDCO to determine the strategic development of the SEND policy and provision in the school

### 6.4 The Principal

The Principal will:

- Work with the SENDCO and SEND link academy committee member to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCO and academy committee to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer



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- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

### 6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents' concerns and agree their aspirations for the pupil

### 6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will consider the views of the parent or carer in any decisions made about the pupil.

### 6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes





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- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be considered in making decisions that affect them, whenever possible.

### 7. SEN INFORMATION REPORT

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school and is co-produced with parents and involved professionals. The information report will be updated annually and as soon as possible after any changes to the information it contains.

### 8. OUR APPROACH TO SEND SUPPORT

#### 8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development, emotional well-being or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)



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then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

### 8.2 Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision through meetings with class teachers and the SENDCo. Where it is helpful, parents will be signposted to additional professionals, such as Education Inclusion Family Advisor (EIFA)

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

### 8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

#### 1. Assess

The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be considered. The school may also seek advice from external support services.

The assessment will be reviewed regularly (identify the frequency here) to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

#### 2. Plan

In consultation with the parents and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded in the child's SEN record and will be exemplified through documents such as an APDR (Assess Plan Do Review), a Pupil Passport and a Reasonable Adjustments Record. (can these be exemplified in the appendices?)

Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

#### 3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They 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.



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The SENDCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

### 4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. (Usually how long?)

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENDCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

### 8. Four Levels of support

#### School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

Children on the SEND register will have an APDR which is reviewed at least termly, unless the pupil's need is exclusively medical in which case a personal care plan will be in place. Some pupils' needs will be identified and monitored through both documents.

The provision for pupils on the SEND register is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

#### Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

### 8.5 Monitoring and Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, through approaches including the use of observation, assessment and outcome, scrutiny of pupil's work and engagement, discussion with teachers and involved adults, data analysis.
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires and discussions



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- Monitoring by the SENDCO
- Liaising with the Specialist Teaching Team and other professionals
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

We continually review the data to ensure that all pupils are given the opportunities they need to succeed, that identified groups are not hindered by a lack of attention to their vulnerabilities and that we promote inclusion, tolerance, harmony and diversity through our curriculum and approaches.

### 9. EXPERTISE TRAINING AND DEVELOPMENT OF STAFF

Training will regularly be provided to teaching and support staff. The Principal and the SENDCO will continuously monitor to offer opportunities to upskill all teaching staff and additionally identify any staff who have specific training needs. They will incorporate this into the school's plan for continuous professional development.

Most recently, staff have trained in aspects of autism, speech language and communication needs, NELi, Mental Health First Aid, specific intimate care techniques and the Cambridgeshire STEPS approach.

### 10. LINKS WITH EXTERNAL PROFESSIONAL AGENCIES

The school recognises that it will need support to meet all the needs of some pupils. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services, for example Education Inclusion Family Advisors (EIFAs)
- Emotional Well-being and Health Practitioners

### 11. ADMISSION AND ACCESSIBILITY ARRANGEMENTS

We recognize that pupils with mobility difficulties or medical conditions should be supported so that they have full access to education, including educational visits and lessons. Where a child with a medical condition is also disabled, the academy will comply with its duties under the Equality Act 2010.



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### 11.1 Admission arrangements

- A member of the Principals' Team will meet with parents and prospective pupil, to discuss the pupil's needs and how we will meet them. The parents and pupil will be shown around the building and grounds to help them identify if any additional access adaptations are needed.
- A pupil may be offered taster sessions or a phased entry to support their transition.

### 11.2 Accessibility arrangements

- Every pupil will have different needs which will be investigated and met with an appropriate support plan and on-going discussion between pupil, parents, teachers and wider professionals.
- Responses may include placing the pupil in classes nearer to toilets, staff training to support intimate care practice, Additional adult support to facilitate movement or inclusion in an activity, adapted activity, a bespoke activity, additional time, supported recording, alternative options at break and lunch times, leaving class before or after others to avoid busy corridors and many other approaches.
- Provision will be regularly reviewed and further adapted in light of additional medical advice, in response to changing need and to meet new needs.

## 12. COMPLAINTS ABOUT SEND PROVISION

Where parents have questions or concerns about our academy's SEND provision, they should first raise their concerns informally with the class teacher, who can refer the concern to the SENDCo. We will try to resolve the complaint informally in the first instance. If this does not resolve concerns, parents are welcome to raise their concerns with the Principal who will also try to resolve the complaint informally initially, through discussion and agreeing key actions.

Formal complaints about SEND provision in our academy can be raised by requesting or downloading a copy of our Complaints Policy and submitting a formal complaint form to the Principal who will conduct a full investigation and respond appropriately.

If the parent or carer is not satisfied with the academy's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see the Home-school Communication Policy, the Complaints Policy or pages 246 and 247 of the SEN Code of Practice.

## 13. MONITORING AND EVALUATION ARRANGEMENTS

### 13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy and practice. We do this by evaluating whether we are meeting our objectives set out in section 1.

We evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community



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### 13.2 Monitoring the policy

This policy will be reviewed by the SENDCo **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the Academy Committee.

### 14. LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to the following documents:-

- SEN information report
- The local offer
- Behaviour policy
- PSHCE policy
- Relationships Education Policy
- Safeguarding / child protection policy
- Anti-bullying Policy
- Home-school communication Policy

Approved by: [Name]

Date: [Date]

Last reviewed on: [Date]

Next review due by: [Date]