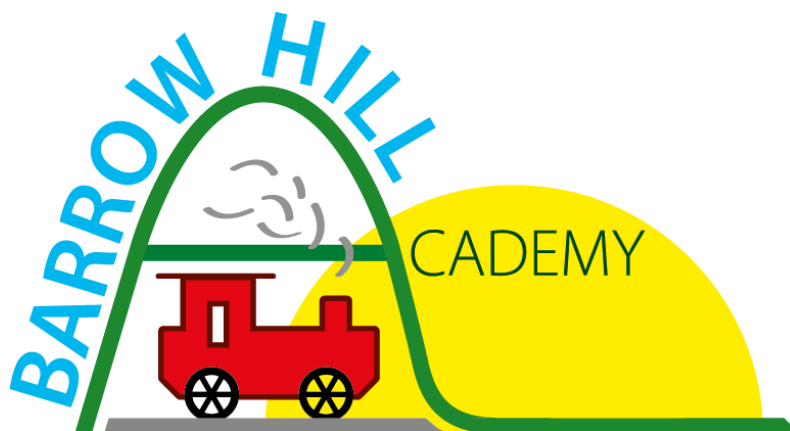


Special Educational Needs and Disability (SEND) Policy

Policy Approval	
	September 2023
Approved by Trust Board:	Meeting Date: Minute No:
Review Date:	September 2024

Barrow Hill Academy

Special Educational Needs and Disability Procedures (SEND)



Special Educational Needs Policy – September 2023

Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Cavendish Learning Trust is committed to providing a high-quality education to all our pupils. All members of staff, in conjunction with the local Academy Improvement Board, have a responsibility to ensure that every young person has an opportunity to attain their maximum potential in all aspects of the curriculum. All of our schools are committed to meeting the needs of all pupils in our care and promote the culture of inclusion within the school community. We work very closely together across the Cavendish Learning Trust to ensure that we take positive action to ensure that our settings make appropriate provision. We aim to accomplish this through curriculum planning, delivery and assessment for children of differing abilities, alongside encouraging children to be involved in their own learning and to be aware of their targets.

Legislation and Guidance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0 – 25 (June 2014)
- The Special Educational Needs and Disability Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

Objectives

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provide in the SEND Code of Practice, 2014
3. To provide a broad and balanced curriculum
4. To promote self worth by encouraging independent learning
5. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
6. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Inclusion Policy
7. To provide support and advice for all staff working with pupils who have additional needs

Definition of SEND

Students have special educational needs if they have a difficulty which calls for special education provision to be made for them e.g. **which is additional to or different from** curriculum plans and adaptive teaching strategies. Cavendish Learning Trust regards pupils as having a SEND if they:

- a) Have a significantly greater difficulty in learning than the majority of students of the same age;
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students/young people of the same age in mainstream schools
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill)

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

SEND Provision

Provision at Cavendish Learning Trust is characterised by:

- early identification and intervention
- removing barriers to learning - adopting a holistic approach
- the early and close involvement of parents
- good communication
- tracking and monitoring of pupil's progress
- focus on outcomes for children and not just hours of provision/support
- raised aspirations of and expectations for all pupils with SEND
- close working relationships with outside professionals
- class teachers retain responsibility for pupils with SEND and their provision
- smooth transition for all pupils with SEND

3: Identifying Special Educational Needs

The four broad categories of need are detailed below:

Communication and Interaction (C&I)	Speech, Language and Communication Needs (SLCN) Autism Spectrum Disorder (ASD) Specific learning difficulties or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.
Cognition and Learning (C&L)	Severe Learning Difficulties (SLD) Profound and Multiple Learning Difficulties (PMLD) Specific Learning Difficulty (SpLD) This includes a range of conditions such as dyslexia (specific literacy difficulties); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing).

	A discrepancy between achievement and general intellectual ability that may indicate that a child or young person has a Moderate Learning Difficulty.
Social, Emotional and Mental Health (SEMH)	Attention deficit hyperactive disorder (ADHD), Difficulties in regulating emotions Attachment disorder A wide range and degree of mental health problems might require special provision to be made.
Sensory and/or physical needs (S/PD)	Visual Impairment (VI) Hearing Impairment (HI) Multi-Sensory Impairment (MSI) Physical Disability

Other factors may impact on progress and attainment but may not be an SEND. These will need considerations making for and include;

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Does not match or better the child’s previous rate of progress
- Widens the attainment gap

Liaison with feeder settings/schools

Feeder settings/schools are contacted throughout the year prior to transfer. Information is shared, including from any outside professionals working with the children, about any child who has been identified as having, or previously having, a SEND. Where practicable the SENCO will attend meetings to ensure a smooth transition is made. Relevant information is disseminated to teaching staff before transfer.

Assessments

If we have concerns about children having a specific literacy difficulty then we may suggest a dyslexia screen. This will not take place without the prior consent of parents. Individual assessments using Birmingham Toolkits are used for children where there are concerns in order to identify areas for further development and track small steps of progress.

Pupil progress meetings

The school holds regular meetings where the progress of every child is looked at and talked through. Where there are initial concerns about a child's progress the next steps to accelerate progress will be planned for by the class teacher. This information will be shared with the SENDCo and the child will be

monitored.

Staff observation

Members of staff consult with the SENCO if they notice pupils who may need specialist help during the school year. Evidence for that concern must be produced, with clear information about what the class teacher has already tried to do to support the pupil.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. This can be at the request of the parent or the class teacher. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and areas for further development
- We consider parent/carer concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Details of any concerns regarding a child's progress or development raised at these meetings will be recorded on an 'Initial Note of Concern' form and added to the pupil's records.

At first, a child may be placed on the Monitoring register which means that:

- progress is closely tracked by class teachers
- classroom provision will be adapted to meet the child's needs.
- interventions may be offered where appropriate.

If, following additional classroom support and/or interventions, progress is not sufficient, it *may* be necessary to place the child on the SEN Support register.

Parents will be formally notified via letter following a discussion about their child's needs with the SENDCo and Class teacher when it is decided that a pupil will receive SEN support.

When a child is placed on the SEN register they are monitored through termly reviews. The review cycle will follow the **assess, plan, do and review** cycle. Parents will be invited to meet with the class teacher at least three times a year. The review meeting aims to set targets, review progress and discuss adjustments to provision to support the child if needed.



A Graduated Approach to SEN Support

A graduated approach to SEN support is adopted for pupils identified as having a SEND. A level and type of support is provided to enable the pupil to achieve adequate progress. Provision is identified and managed by the SENCO but will be planned and delivered by teaching and support staff.

Wave 1 – High Quality Teaching by all teaching staff

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.

- High quality teaching, scaffolded and/or differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.
- Additional intervention and support cannot compensate for a lack of good quality teaching.

School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Wave 2

Wave 2 is used for children who need to access interventions that are additional to and different from the school's curriculum and the adaptive classroom teaching within wave 1.

Provision from within the schools' resources is identified to help meet the student's needs. Interventions may include;

- Smaller group sessions
- Group support on a regular basis
- Booster class where appropriate
- Access to evidence-based interventions

Wave 3

Within this wave the school may seek advice and involvement from external support services. These external support services can be called upon to provide specialist assessments, advice on teaching strategies or materials, short term support or training for staff.

Statutory assessments/Education, Health and Care plans

In agreement with parents, schools may request a statutory assessment for pupils with complex additional needs. This is a 20-week process which may lead to the pupil being provided with an education, health and care plan. An educational health and care plan detail the child's strengths and barriers to learning, identifies long term targets and the provision that schools must put in place to support the child.

Inclusion Funding

Where school is making significant additional provision for a pupil it may be appropriate to apply for Inclusion Funding to top up schools own funding towards this provision. There are clear guidelines and criteria for applying for this funding, which cover each of the broad areas of need at different levels. The individual applications are all moderated by a panel of LA representatives.

Local Offer

Cavendish Learning Trust will co-operate with the local authority and local partners in the development and review of the local offer. This can be found at <http://localoffer.derbyshire.gov.uk>

5: Criteria for exiting the SEN register

Where pupils make sufficient progress based on the assess, plan, do and review cycle it may be agreed that a pupil needs no further support and may exit the SEN register. Further support can be requested again at any point.

6: Supporting Families

Cavendish Learning Trust aims to support pupils with SEN through signposting families to other agencies and services that may be of help e.g. support groups, training opportunities as appropriate. In addition, we have an Early Help Team who are able to support families and the local community.

Admissions

Cavendish Learning Trust will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their EHC plan.
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.
- Considering applications from parents of children who have SEN but do not have an EHC plan.
- Not refusing admission for a child who has SEN but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.

Access arrangements

Each of the individual schools within the trust follows national guidance about supporting children to access exams and other assessments. This is overseen by the Senior Leadership Team within school.

Roles and Responsibilities

The Role of the Trust and the Academy Improvement Board

The Trust, in cooperation with the head teacher, monitors the school's general policy and approach to the provision for children with SEN, monitors the appropriate staffing and funding arrangements and maintains a general oversight of the school's work.

The Academy Improvement Board:

- Does its best to ensure that the necessary provision is made for any pupil who has special educational needs.
- Ensures that the teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- Ensures that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs class for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- Has regard to the SEN Code of Practice when carrying out its duties toward all pupils with SEN.
- Ensures that parents are notified of a decision by the school that SEND provision is being made for the child

The Role of the Head of Academy

- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- Cooperate with local authorities during annual EHC plan reviews.
- Ensure that the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEND most frequently encountered.

The Role of the SENCO

- Be a qualified teacher.
- In collaboration with the Headteacher of each school, the SENCO, and the Trust, determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND need.
- Managing the Inclusion team.
- Collaborating with SENCOs across the Cavendish Learning Trust in order to facilitate joint policies, and ensure the maximisation of expertise, resources and mutual support.
- Liaising with and advising colleagues on all matters relating to SEND.
- Contributing to the continuing development and training of school staff
- Overseeing the review and maintenance of statements/EHCPs and records for all SEND students.
- Overseeing the day-to-day operation of the school's SEND Policy.
- Co-ordinating provision for SEND students.
- Organising and maintaining the records of all SEND students.
- Liaising with parents/carers of SEND students in co-operation with class teachers
- Liaising with all feeder schools when SEND pupils leave the school.
- Contributing to the continuing development and training of school staff.

- Liaising with external agencies including the LA officer with responsibility for SEND and the educational psychology service, health and children's services, voluntary bodies and others as relevant/appropriate.

The Role of the Class Teacher

- Plan and review support for their pupils with SEN, on a graduated basis, in collaboration with parents, the Inclusion Leader and, where appropriate, the pupil themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.
- Ensure SEND/PP children are receiving tailored homework (where appropriate)
- Update intervention records termly.
- Update Support plans termly and hand to parents/Inclusion leader.
- Attend termly SEND reviews with Inclusion leader and parents.
- Complete pupil progress record sheets before PPM
- Identify individual children not making progress and inform Inclusion leader/Headteacher.
- Update TA timetables, class provision map and Support Plans (where appropriate) after PPM.
- Ensure any changes to timetables/updated Support Plans etc. are given to the Inclusion leader

10: Reviewing the Policy

This policy will be reviewed regularly, with an annual review taking place on October 2024.

11: Complaints

As parents are involved throughout the implementation of SEN provision it is hoped that there will be no cause for complaint. However, if a parent has a complaint the following procedure takes place:

1. Make an appointment to discuss this with the class teacher. The class teacher investigates and gives the parent a date for a follow up appointment if necessary.
2. If not satisfied, an appointment to discuss the complaint with the SENCO/ Headteacher will be made
3. If still not satisfied, an appointment with the governor with responsibility for SEND and the Chair of Academy Improvement Board will be made.
4. If the problem is unresolved, the parent may contact the Local Authority about the matter.
5. At any time, the parent may seek help from the Parent Partnership Service (see below).

Please see the 'Trust Complaints Policy' for further information.

A copy of 'Special Educational Needs – Code of Practice', published by the Department for Children, Schools and Families, is available in each of the schools in the trust for reference.

Contact details for The Derbyshire Information Advice and Support Service for SEND

The Register Office

New Beetwell Street

Chesterfield

Derbyshire

S40 1QJ

Telephone: 01629 533660

E Mail: ias.service@derbyshire.gov.uk