

Brighter Futures Academy Trust

SEND Policy



Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
L. Johnson	July 2013	July 2014
S. Durant	October 2013	May 2014
L. Johnson	May 2014	July 2015
C. Howarth	December 2015	December 2016
C. Howarth	October 2016	October 2017
C. Howarth/H. Wood	October 2017	October 2018
C. Howarth	September 2018	September 2019
C. Howarth	September 2019	October 2020
C. Howarth	May 2020	May 2021

The SLT, staff, parents, Governors and Trustees were involved in developing the policy.

The Local Governing Body are involved in ratifying the SEND policy and monitoring its implementation on a termly basis.

SEND objectives are addressed in the Inclusion Development Plan on an annual basis.

Our Mission Statement

*Our Academy Trust is first and foremost a place of learning,
where individuals are valued and encouraged to do
their personal best and where we encourage everyone
to respect themselves, other people and the environment.*

*Our Academy Trust seeks to provide high quality,
stimulating and inclusive learning experiences
across the whole curriculum, which maximise the
individual potential of all our children in a safe
and secure environment.*

At Brighter Futures Academy Trust we value the abilities and achievements of all pupils and are committed to providing, for each pupil, the best possible environment for learning.

Definition of Special Educational Need and Disability (SEND)

We adhere to the definition of Special Education Need and Disability from the Code of Practice 2014 which states that;

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

A child has Special Education Needs and Disability if they:

- Have a significant greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally for others of the same age in mainstream school or mainstream post-16 institutions.

Additional provision means:

- Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area (1993 Education Act, section 156)

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they were taught.

School will have due regard for the Code of Practice 2014 when carrying out our duties towards all pupils with additional needs, and ensure that parents are notified when additional provision is being made for their child.

Inclusion statement

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.

This policy builds on our Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Local Governing Body and Board of Trustees will ensure that appropriate provision will be made for all pupils with SEND.

Aims and Objectives of this Policy

- *To reach high levels of achievement for all*
- *To be an inclusive school*
- *To ensure the identification of all pupils requiring SEND provision as early as possible in their school career*
- *To meet individual needs through a wide range of provision*
- *To attain high levels of satisfaction and participation from pupils, parent and carers*
- *To share a common vision and understanding with all stakeholders*
- *To give transparent resourcing to SEND*
- *To provide curriculum access for all*
- *To work towards inclusion in partnership with other agencies and schools*
- *To achieve a level of staff expertise to meet pupil need*
- *Monitor our effectiveness in achieving the above aims*

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Admission Arrangements

In accordance with the Code of Practice 2014, our school admissions; requires children and young people with SEND to be treated fairly. No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEND and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision in line with the Academy Trust's admissions arrangements.

Management of SEND within School

The Governing Body have delegated the responsibility for the day to day implementation of the policy to the Deputy Head Teacher. The SENDCo, who is also the Head Teacher, has Qualified Teacher Status. The management of SEND is supported by the Senior Leadership Team and the Head Teacher works particularly closely to oversee SEND across the whole school.

All staff have a responsibility for pupils with SEND. All teachers are teachers of special educational needs. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Educational Health Care Plan. A positive and sensitive attitude is shown towards those pupils. Staff responsibilities are identified in individual job descriptions.

Teaching assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is class based to support literacy, numeracy and science and deliver a range of WAVE 2 and 3 intervention programmes to support children who have a greater need.

In line with the recommendations in the SEND Code of Practice 2014, the SENDCo is responsible for:

- overseeing the day to day operation of this policy in partnership with the senior leadership team
- co-ordinating provision for children with special educational needs in partnership with the senior leadership team
- liaising with the relevant Designated Teacher where a looked after pupil has special educational needs
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- overseeing the records on all children with SEND in partnership with the SEND administrator
- liaising with parents of children with SEND in conjunction with class teachers and other SEND staff
- contributing/ leading to the in-service training of staff
- liaising with external agencies including the LAs support and educational psychology services, Early years providers, other schools, health and social services and voluntary bodies
- being the key point of contact with external agencies, especially the local authority and its support services of education to ensure a pupil and their parent/carers are informed about opinions and a smooth transition is planned
- managing support/teaching assistants in partnership with the senior leadership team
- working with senior leadership team and school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

The SENDCo is responsible for reporting to the governor with responsibility for SEND on the day-day management of SEND policy. The governor with responsibility for SEND is the Chair of Trustees. Regular meetings take place termly with an annual plan in place for monitoring and evaluating SEND provision throughout the school.

Identification and Assessment

The school follows the 2014 SEND Code of Practice graduated approach with regard to the identification, assessment and review of pupils with special educational needs. Pupils receive a differentiated curriculum and those who fail to make the expected progress are initially identified by class teachers using school tracking to monitor progress. Pupils who fail to make expected progress on the basis of accumulated evidence are placed on the School Support register at the School Support stage. Parents are consulted before this decision is made.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. Children 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.

In order to help children who have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of individual children. The SENDCo will have responsibility for ensuring that the records are kept and available as needed. If schools refer a child for an Education Health Care needs assessment, they should provide the Local Authority with a record of their work with the child including the arrangements they have already made.

We accept the principle that pupils' needs should be identified and met as early as possible, in the hope to improve long-term outcomes for the child or young person. The SENDCo works closely with the senior leadership team and teachers, using whole school tracking data as an early identification indicator using our termly and end of year data.

We use the P Levels in accordance with QCA guidance: the P Levels are integrated into our whole school assessment systems. P Levels are used to monitor the progress of pupils working below National Curriculum expectations. For some pupils we use PIVATs to support the use of P Levels. The Derbyshire tracker is also used to track the process of SEND pupils in EYFS.

We use a number of additional indicators of special educational needs.

- the analysis of data including entry profiles, Foundation Stage Profile, SATs, reading ages, termly and annual pupil assessments
- the concerns from teachers through pupil progress meetings
- following up parental concerns
- tracking individual pupil progress over time
- liaison with feeder schools on transfer
- information from previous schools
- information from other services

The SENDCo maintains a list of pupils identified through the procedures listed. This list is reviewed termly at pupil progress meetings. A detailed analysis of the list takes place termly.

For some pupils a more in depth individual assessment may be undertaken by the school, this may include *dyslexia screening, movement assessments*.

Curriculum Access and Provision

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work, and plan homework effectively.

All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil's achievement. In many cases, such planning will mean that pupils with SEND and disabilities will be able to study the full National Curriculum.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map records a graduated response to individual.

The range of provision includes:

- in class support for small groups with an additional teacher or Teaching Assistant (TA)
- small group withdrawal with TA, Learning Mentor LM, Pastoral Key Work group and individual support, Learning Support Assistant
- further differentiation of resources
- wave 3 interventions (*e.g. Fischer Family Trust, Talk Boost, Listening Skills, Early Phonics, Toe by Toe, First Class at Number*)
- deployment of extra staff to work with the pupil
- provision of alternative learning materials/ special equipment
- group support
- provision of additional adult time in devising interventions and monitoring their effectiveness
- staff development/training to undertake more effective strategies
- access to Specialist Teaching and Educational Psychology Service or other support services for advice on strategies, equipment, or staff training
- access to Specialist Behaviour Support

Monitoring Pupil Progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- reduces the difference between pupil and peers
- prevents the attainment gap widening
- is equivalent to that of peers starting from the same baseline but less than the majority of peers
- equals or improves upon the pupil's previous rate of progress
- ensures full curricular access
- shows an improvement in self-help and social or personal skills
- shows improvements in the pupil's behaviour

Record Keeping

The schools will record the steps taken to meet pupils' individual needs. The SENDCo, with direct involvement of the teachers, will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- information from parents
- information on progress and behaviour
- pupil's own perceptions of difficulties
- information from health/social services
- information from other agencies

Individual Education Plans IEPs

Pupils identified as requiring SEND support in School, with outside agency involvement, may have Individual Education Plans setting out targets and any provision made that is additional to and different from usual classroom. This is dependent on their particular need.

For pupils with Educational Health Care Plans (EHCP), provision will meet the recommendations on the EHC plan.

In subjects where all children have curriculum targets these are used to inform IEPs.

Strategies for pupils' progress will be recorded in an IEP containing information on

- short-term targets
- teaching strategies
- provision made
- date for review
- success and/or exit criteria
- the outcomes recorded at review

The IEP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The IEPs will be discussed with the pupil and the parents.

Reviewing an IEP

IEP will be reviewed at regular intervals and parents' and pupils' views will be sought.

Quality First Teaching

For your child this would mean:

- that the teacher has the highest possible expectations for your child and all pupils in their class
- that all teaching is based on building on what your child already knows, can do and can understand
- different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things, such as, more practical, concrete learning resources
- specific strategies (which may be suggested by the SENDCo or outside staff) are in place to support your child to learn

- your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap/s in their understanding/learning and needs some extra support to help them make the best possible progress (targeted interventions)
- your child will be given individual targets to show the next steps in their learning
- your child is assessed and set challenging yet achievable next steps

Specific group work with in a smaller group of children

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning, which means they have been identified by the class teacher as needing some extra support in school.

This is called an intervention groups and may be:

- run in the classroom or other learning space
- run by a teacher or teaching assistant who has training to run these groups

For your child and yourself this would mean;

- he/ she will engage in group sessions with specific objectives

SEND support in schools

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups, which means they have been identified by the class teacher or SENDCo as needing some extra specialist support in school from a professional outside the school. Once a potential special education need is identified, four types of action are taken to put effective support in place. These actions form a cycle through which earlier actions are revisited, refined and revised with the growing understanding of the pupils' needs and of what support the pupil in making good progress and securing good outcomes. This is known as the graduated approach; it draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

This may be from:

Outside agencies such as; Speech and Language therapy Service (SALT), Occupational Therapist, Physiotherapy Services, Sensory Impairment, Behavioural Support, Educational Psychologist, CAMHS, Early Years Support etc,

Code of Practice graduated response

The school adopts the levels of intervention as described in the SEND Code of Practice 2014.

The Code of Practice 2014 advocates a graduated response to meeting pupils' needs. When they are identified as having SEND, the school will intervene through Early Years Support/ School Support and Early Years Support Plus/School Support Plus as described below.

Early Years Support /School Support

School Support is characterised by interventions that are different from or additional to the normal differentiated curriculum. School Support intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- make little or no progress
- demonstrate difficulty in developing literacy or numeracy skills
- show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- have sensory/physical problems, and make little progress despite the provision of specialist equipment
- experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCo, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parent/carers will be closely informed of the action and results. Pupils will not be given specific targets (IEP) additional to their normal curriculum targets; unless their class teacher/parent/carer/SENDCo feel that they are appropriate to meet their needs.

Use of support staff within Early Years Support/ School Support

This is documented on the school's provision mapping.

Early Years Support Plus/School Support Plus

At Early Years Support Plus /School Support Plus there is **involvement of external services**. Placement of a pupil at this level will be made by the SENDCo after full consultation with parents at a review undertaken within Early Years Support /School Support. External support services will advise on targets for a new IEP and provide specialist inputs to the support process.

Early Years Support Plus /School Support Plus intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

- still makes little or no progress in specific areas over a long period
- continues to work at Early Years Outcomes expectations but considerably lower than expected for a pupil at a similar age
- continues to experience difficulty in developing literacy/numeracy skills
- has emotional/behavioural problems that substantially impede their learning
- has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Parental/carer consent is sought before any external agencies are involved. The resulting IEP will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

Twelve months after the external services have worked with a pupil, they will be moved to school support status if no other additional services are needed. This will be indicated on the School Support register.

Use of support staff within Early Years Support Plus /School Support Plus

This is documented on the school's provision mapping.

Request for Educational Health Care Plan

The school will request an Educational Health Care Plan from the LA when, despite an individualised programme of sustained intervention within Early Years Support Plus /School Support Plus, the pupil remains a significant cause for concern. An Educational Health Care Plan might also be requested by a parent or outside agency. The school will have the following information available:

- the interventions at Early Years Support Plus /School Support Plus
- current and past IEPs
- records and outcomes of regular reviews undertaken
- information on the pupil's health and relevant medical history
- National Curriculum expectations that have been achieved
- other relevant assessments from specialists such as support teachers and educational psychologists
- the views of parent/carers
- where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- any other involvement by professionals

Educational Health Care Plan

An Educational Health Care Plan will normally be provided where, after an Educational Health Care Needs Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for an Educational Health Care Needs Assessment does not inevitably lead to an Educational Health Care Plan.

An Educational Health Care Plan will include details of learning objectives for the child. These are used to develop targets that are:

- matched to the longer-term objectives set in the Educational Health Care Plan
- of shorter term
- established through parental/pupil consultation
- set out in an IEP
- implemented in the classroom
- delivered by the class teacher with appropriate additional support where specified

Reviews of Educational Health Care Plans

Educational Health Care Plans should be used to actively monitor children and young people's progress towards their outcomes and longer term aspirations. They **must** be reviewed by the local authority as a minimum every 12 months. Reviews **must** focus on the child or young person's progress towards achieving the outcomes specified in the Educational Health Care Plan. The review **must** also consider whether these outcomes and supporting targets remain appropriate. The SENDCo will organise these reviews and invite (if appropriate):

- the pupil's parent/carers
- the pupil if appropriate
- the relevant teacher
- a representative of the SEND Inclusion and Assessment Team
- the Educational Psychologist
- any other person the SENDCo considers appropriate

The aim of the review will be to:

- assess the pupil's progress in relation to the objectives on the Education Health Care Plan
- review the provision made to meet the pupil's need as identified in the Educational Health Care Plan
- consider the appropriateness of the existing Educational Health Care Plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- if appropriate to set new objectives for the coming year

At Key Stage Phase transitions reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENDCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an Educational Health Care Plan of SEND.

Partnership with Parents/Carers

The school aims to work in close partnership with parents and carers.

We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- making parents and carers aware of the Parent Partnership services. This information will be included in the school prospectus, displayed in the entrance foyer information board and given to parents when their child is identified by the school as having special educational needs.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning (*self-assessment and self-evaluation, Assessment for Learning*)
- share in individual target setting across the curriculum
- self-review their progress and set new targets

In addition pupils who are identified as having SEND are invited to participate in (if appropriate):

- IEP reviews and setting of IEP targets
- regular meetings with named adults
- working with learning and behaviour mentors
- annual reviews

Special Provision/Enhanced Resource Facility

Siddal has been designed/ modernised and developed in line with all DDA requirements. This includes lift access, chair lifts, accessible toilets, wheelchair access at identified areas, accessible parking spaces, highlighted stairs, skirting boards and contrasting colours around doors for visually impaired pupils and visitors, textured surfaces where needed, handrails and easier access for taxis/other transport.

Some staff have expertise and qualifications in the following areas specific learning difficulties, moving and handling and team teach.

The SENDCo will maintain links with other SENDCo's through the SENDCo network meetings.

Links with Other Services

Effective working links are maintained with:

- Speech and Language Therapy Service
- Educational Psychology Service EPS
- Behaviour and Attendance Support Team
- Educational Health Care Needs Review and Support Service
- Noah's Ark
- Community Health Service
- Family support and safeguarding board
- Parent Partnership Service
- Occupational Health Practitioners
- CAMHS
- Young Carers
- School Nurse
- EWO

Links with Other Schools/Integration Links

Links are also maintained with feeder schools, liaison with playgroups and other nursery settings and SENDCo links through the development group network.

INSET

In order to maintain and develop the quality of our provision, staff undertakes appropriate training. Recent courses undertaken are listed in the school diary and electronic CPD record.

Resources

The provision for SEND is funded by allocating additional funding to specific aspects of the budget including staffing, resourcing and CPD. Funds are deployed to implement the SEND policy.

Complaints

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Head Teacher. Clear procedures are set out in the Trust Complaints Policy.

Dissemination and Review

This policy, once approved by the Local Governing Body, will be reviewed annually.

This policy needs to be read in conjunction with the school's policies on Inclusion, PSHCE, Positive Behaviour, Anti-Bullying, Physical Restraint, Curriculum, Transition, Admissions Arrangements and the Single Equality Scheme.