

Inspirational Learning Academies Trust

SEND POLICY

Reviewed on December 2016 by Mr A Irving- Director

Next Review Autumn 2017

This policy should be read in conjunction with the Academy's Accessibility policy and Inclusion Policy.

Statement of Intent

Inspirational learning academies trust recognises that all children have to some extent during their education, special education needs. All children have the right to access a broad and balanced curriculum and as such will be considered in terms of their individual educational needs. Children have the right to have their special education needs assessed and addressed. Special needs may be where a child is experiencing emotional, physical, specific or general learning difficulties. Pupils with difficulties may perform at a relatively low level compared with national expectations yet their achievements may be high in relation to their capabilities and reflect excellence in relation to what might reasonably be expected of them. The Academy recognises the importance of effective partnership with parents and of taking into account the 'ascertainable views of the child' in determining how individual educational needs can be met.

Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), must have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, 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 or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

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A mainstream school's arrangements for assessing and identifying pupils as having SEN should be agreed and set out as part of the Local Offer.

What is a Special Educational Need and/or Disability?

A child has special educational needs and/or disability if he or she has a learning difficulty or disability which calls for special education provision to be made for him or her.

Children may have a specific learning difficulty in one or more area, or their needs may be more generalised. Their ability to learn at the 'normal' rate may also involve problems in the following categories:

- 1) Speech, Language, Communication
- 2) Learning, cognition
- 3) Social, Emotional, Mental Health Difficulties
- 4) Physical, Sensory

School leaders and teaching staff, including the SENDCO, should identify any patterns in the 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.

There may be a variety of reasons for a child's inability to progress, some of which we may need help from other professional agencies to deal with; it is our role as teachers to manage issues which present themselves to us in the classroom. Knowledge of a child's background is always useful to us and we must always take this into account.

Aims

1. To ensure that every child has an equal opportunity
2. To ensure that a child with special educational needs and disability should have his/her needs met in the most appropriate provision.
3. To foster self-esteem and an enjoyment of learning, by recognising and praising success, whilst offering support in areas of weakness.

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4. To work closely with parents, children and other agencies about the needs of pupils with special educational needs and disability and maintain a multi-disciplinary approach to the resolution of issues.
5. To ensure that the views of the child and parents are taken into account where applicable.

Objectives

The Academy will endeavour to;

1. Provide a framework of appropriate screening and assessment resources that will enable staff to identify, at the earliest possible opportunity, all children with special educational needs.
2. Use consistent criteria to measure children's performance, identifying strengths and weaknesses, so that their rate of progress, over time, may be assessed.
3. Provide and deliver individual educational plans (IEP's) and Pupil Passports designed to meet each child's identified needs within the context of the whole curriculum.
4. Employ clear procedures which will enable staff to monitor progress and use agreed proformas for recording work with children with special education needs.
5. Ensure high quality teaching in the classroom which enables teachers to provide appropriate differentiation and which enables pupils to access lessons (with additional support if necessary).
6. Ensure staff recognise there is a continuum of special needs support and to provide a structure by means of which outside agencies can be involved at the appropriate stage.
7. Establish procedures which enable staff to liaise with parents on a formal and informal basis.
8. Establish procedures which enable staff to liaise with other schools regarding pupils with special education needs and disability.

Access to the environment

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The School Development Plan, together with the Accessibility Policy and Plan identifies structural changes to the buildings and grounds necessary for an environment that is inclusive to all. Children with specific needs will be allowed equal opportunities to participate in out of school activities and educational activities.

Inclusion

As an Academy we support pupils with a wide range of SEN. We will regularly review and evaluate the breadth and impact of the support we offer. As an Academy we will co-operate with the local authority in reviewing the provision that is available locally and in developing the Local Offer. We will also collaborate with other local education providers to explore how different needs can be met most effectively. We will maintain due regard to general duties to promote disability equality.

"All schools have duties under the Equality Act 2010 towards individual disabled children and young people." (SEN Code of Practice 2014). We will make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. We will anticipate in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. We also have wider duty to prevent discrimination, to promote equality of opportunity and to promote good communication.

Medical Conditions

The Children and Families Act 2014 places a duty on maintained schools and academies 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 with the healthcare plan. Schools are required to have regard to

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statutory guidance 'Supporting pupils at school with medical conditions.' (SEN Code of Practice 2014).

Access to the curriculum

The aims of the school identify the school's belief that all children have the right to a broad and balanced curriculum differentiated to their needs. Teachers have high expectations for every pupil, whatever their prior attainment. They have a responsibility to identify and address the areas of difficulty at the outset and use appropriate assessment to set targets that are deliberately ambitious. Such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum. (SEN Code of Practice 2014).

Skills and attitudes are developed in an environment where success is celebrated and failure is dealt with in a positive way in order to enable children to develop further and become emotionally intelligent and resilient members of our community.

Teachers work together as a team to ensure continuity and progression through meetings after school, including staff meetings and inset days.

Identification

Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.

Individual needs are identified through:

- the use of standardized tests
- discussions among staff in departmental meetings as needed
- progress reports, through IEP reviews and the results of National Curriculum Tests.
- pupil progress meetings
- half termly SEND meetings

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- parental concerns
- concerns expressed by pupils themselves
- assessment through teaching and a range of tests including baseline assessment, diagnostic reading tests, phonic check lists, sight vocabulary lists, social language skills, letter formation and number formation.
- Recommendations or advice from external agencies.

Once a learning difficulty has been identified the teacher needs

to:-

- communicate with parents
- establish if the child has any medical, hearing or visual difficulty which could cause the problem. Check the medical record, profile, etc. Refer to school Nurse if there are any concerns.
- meet with the SENCO to discuss the child's progress and the teacher / parent's concerns.

Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap
- Significant differences between progress in each core subject, which may indicate specific learning difficulties (SPLD)

CO-ORDINATING EDUCATIONAL PROVISION

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Role of Governors (In the case of Newstead Primary Academy, the Governing Body is the Trustee board supported by the school's Local Advisory Board)

The Governing Body must;

- Do their best to ensure that the necessary provision is made for any pupil who has special education needs
- Ensure that relevant training is made available to the SEND governor and other governors as appropriate. The link governor is Eileen Harvey and the SENCO and link governor need to meet twice a year to discuss SEND.
- Ensure that, where the 'responsible person'-the Head teacher or appropriate Governor-has been informed by the LA that a pupil has special educational needs and disability, those needs are made known to all who are likely to teach him or her
- Ensure that teachers in school are aware of the importance of identifying and providing for those pupils who have special educational needs.
- Consult the LA as appropriate and the governing bodies of other schools, when it seems necessary or desirable in the interest of co-ordinated special educational provision in the area as a whole.
- Ensure that a pupil with special educational needs and disability is included in the activities of the school, together with pupils who do not have special education needs, so far as it is reasonably practical and compatible with the child needs, the efficient education of other pupils and the efficient use of resources.
- Report annually to parents on the implementation of the school's policy for pupils with special educational needs
- Have regard to the Code of Practice when carrying out their duties towards all pupils with special educational needs.

Role of the Headteacher

The Executive Headteacher is Mrs. H. Stocking and the Head of school is Mrs M Baker. Mrs Baker has the responsibility for the day to day

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management of all aspects of the school's work including provision for children with special educational needs. She will keep the governing body informed. The SENDCO has overall responsibility for the management of SEND. All teachers and their support staff are trained to deliver a variety of interventions and strategies to support children with SEND. All class teachers have a responsibility to ensure the progress of identified SEND children. This is achieved by them writing IEPs, using SMART targets together with regular communication with parents.

Role of the Special Needs Co-ordinator;

- The day to day operation of the school's Special Educational Needs Policy
- Co-ordinating provision for children with special educational needs
- Maintaining the Special Educational Needs and/or Disability Register and overseeing the records of all pupils with special educational needs
- Liaising with parents of children with special educational needs disability.
- Consulting with children and encouraging participation in their progress
- Contributing to the in-service training of staff
- Liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies
- Carrying out pupil assessment as required by external agencies
- Ensure the Academy's Local Offer is kept up to date and appears on the website.

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The role involves -

Records

- Record keeping and up-dating
- Keeping an up-to-date list of all pupils with SEND
- Keeping a file of information and completed paperwork on all special education needs children in the Nursery, Reception, Key Stage 1 and Key Stage 2.
- Keeping records of all meetings with parents, class teacher's, educational psychologists and other agencies appertaining to individual children
- Keeping a check on review dates for the various stages.
- Ensuring that the annual review for children with a statement or EHC Plan is carried out at the appropriate time
- Moderation of class SEND files

Identification

- Helping staff to identify children with special educational needs and Disability and offering advice or assessing where appropriate, emphasising the need for early identification

Staff support

- Half termly meetings to discuss individual children's stages and their IEP's and children causing concern
- Annual review of the child's Pupil Passport
- Advising on target setting for IEP's
- Advising on appropriate classroom techniques, interventions and strategies
- Providing resources
- Advising teaching assistants working with SEND pupils

Resources

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- Providing and updating resources for pupils and staff
- Disseminating information on current practice and expertise in the field of special education needs

Liaison with

- ✓ Teachers
- ✓ Parents
- ✓ Outside agencies
- ✓ SENCOs within the partnership and the LA
- ✓ Governor with responsibility for special educational needs and Disability

Role of class teacher

- ✓ "provision for a child with special educational needs should match the nature of their needs"
- ✓ There should be careful regular recording of a child's educational needs, the action taken and the outcomes
 - To understand the idea of "Graduated Response"
 - To make full use of available classroom and school resources before expecting to call upon outside resources
 - To be aware of the Model of Action and Intervention, which is as follows-

1.SEN Inclusion

At this stage the class teacher will discuss with the SEND Co-ordinator whether a child is 'SEN Inclusion', referring to the appropriate criteria.

The class teacher invites parents in to discuss the child's needs and to explain to the parent that the child will be included on the class Cohort Action plan to receive some additional intervention. A review of the child's progress will be carried out by the class teacher and SEND co-ordinator during which an

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assessment of the effectiveness of the strategies used will be made. Within the review parents will be fully consulted. It will be decided whether to implement a further period of intervention at SEN Inclusion or whether to escalate to SEN Support and seek external agency support. If the child's targets have been met and progress has been made then the child may no longer need to be on the SEND Inclusion list.

SEN Support (School Support)

Other agencies become involved at SEN Support. At this stage the SEND co-ordinator takes the lead. S/he seeks the advice and guidance from other agencies, e.g. Inclusion Service, Educational Psychologist, and Speech Language Department. These agencies offer support and interventions to carry out with the child.

If in spite of interventions progress is not made we may ask the Education Psychologist for some formal assessment and a menu for intervention strategies. The parents would then be required to cooperate in applying for a formal assessment by the psychologist. The parents need to be involved in the plan of action, which should include specific targets that the child should aim to meet. A review date should be set some six weeks ahead. A review of progress will be made by the teacher, the co-ordinator and the external agent followed by a meeting with parents, preferably on the same day. After a review there are several options. One could be that child is taken off SEN Support, (although this would be unlikely if concerns had gone this far), the second would be to revert to SEN Inclusion, the third would be to remain at SEN Support and continue with the interventions suggested for a longer period of assessment, or finally it may be necessary to consider Making a Case for an assessment for Educational Health Care Plan (EHC).

If the Academy decide to make a case to Statutory Assessment for an EHC assessment there is a requirement for the Academy to supply detailed information about the child from the Academy. The decision to proceed with Statutory Assessment lies with the LA. At this stage the LA consider reports

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by the Educational Psychologist, Social Services, Health Authority and any other agency involved. The SENCO has to complete detailed forms and parents are thoroughly involved at this stage.

Education Health Care Plan.

If making a case is successful the parents will be informed that a further assessment period will take place to see if an EHC is appropriate.

If, after further assessment by the Educational Psychologist and other agencies such as health, the pupil's needs may be best met through statutory support, a pupil may be issued with an EHC plan which includes recommended objectives and proposed provision to meet the objectives. These could include bespoke support for the child, individual support from a Teaching Assistant or possibly a placement at a special school.

Initially the EHC plan is a draft document and is sent for consultation to parents and then to proposed providers. There is a time period for consultation. If the proposed plan is agreed then a final plan will be sent to parents and the proposed provider.

The SENDCO of the proposed provider will have to devise an individual plan which outlines how the provision for the pupil will be met.

Annual (6 monthly for EY) reviews of the EHC Plan will be held, including parents, teachers and other supporting professionals, and where appropriate the pupil.

Stoke-on-Trent Parent Partnership

If parents disagree with recommendations or feel they need additional support the Academy or the Local Authority will refer them to Parent Partnership.

Complaints Procedure (Please see in addition the school's complaints policy).

Any complaint is dealt with sensitively and promptly.

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1. The initial point of contact is the child's class teacher
2. Appointments may also be made with the SENCO/Head of School
3. If any person feels that their complaint has not been dealt with adequately by the school staff, they are able to contact the named Governor of Special Educational Needs and Disability, Eileen Harvey, who will report their concerns to the Governing Body.
4. In addition the Local Education Authority provides a disagreement resolution service, telephone number on display in the entrance hall. The LA also provides a parent partnership service details of which are also displayed in the entrance hall, or can be obtained by the SENCO.

Multi-Agency Working

The school works in close partnership with the Local Authority, health and social services and local and national voluntary organisations as appropriate. The school recognises the important role to be made by outside agencies in helping schools to identify, assess and make provision for pupils with special educational needs.

Educational Links

The SENCO's from Stoke-on-Trent LA and representatives from the Inclusion Team, SEND department, Educational Psychologist department etc. meet regularly to discuss policy, share and advise on resources and seek continuity for special educational needs pupils on transfer. A SENCO network meeting is held termly with the Inspirational Learning Academy Trust.

Review dates: this policy will be reviewed on an annual basis.

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