

# Trust Policy

## Special Educational Needs and Disabilities (SEND)

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# SEND and Inclusion Policy

## Policy/Procedure management log

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Author	J Harnan
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## Document history

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## SEND and Inclusion Policy

### Introduction

This policy should be read in conjunction with the Equality Scheme and Access Plan. The purpose of this policy is to ensure that Trust Schools execute their statutory duties regarding the 'SEND Code of Practice: 0 to 25 years', (2014), Part 3 of the 'Children and Families Act' (2014) and associated regulations and the 'Special Educational Needs (SEN) code of practice' (2001). The 2001 code still applies for those who have an SEN statement under part 4 of the Education Act 1996.

### The Vision for our Trust

We value the abilities and achievements of all of our students and are committed to providing the best possible environment for learning for each student. The aim for all of our students is inclusion, ensuring that they have access to a broad and balanced mainstream education within school and assimilation into the community outside school. We know that many students will have special educational needs at some time during their school life. We recognise that appropriate support and intervention through

the implementation of this policy, will enable all students to experience and enjoy positive achievement.

Definitions of special educational needs and disability (SEND) taken from section 20 of the Children and Families Act 2014.

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

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs or disability if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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.

### **Roles and Responsibilities**

The Special Educational Needs and Disability Code of Practice: 0-25 years (2014) makes it clear that:

*“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, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.”*

Teachers are supported by the Special Educational Needs and Disability Co-ordinator (SENDCO) and wider Learning Support Team. Additional support is available through staff in other Nova Education Trust Schools.

Class teachers are central to ensuring that student needs are met. As such class teachers are expected to:

Be aware of this policy and the procedures for identifying and assessing students with SEND:-

- Ensure appropriate differentiation so that all student needs are met
- Assist in the development of learning targets by liaising with the SENDCO and TAs
- Participate in professional training relating to SEND provision

The ultimate responsibility for SEND issues rests with the Head of School / Headteacher and Local Governing Body (LGB).

The Local Governing Body will ensure:

- The appointment of a member of staff as SENDCO
- The SENDCO has completed (or is undertaking) all statutory training
- The high standard of SEND provision
- Annual evaluation of SEND against the SEND policy
- Annual SEND report is published on the school website
- A link governor visits the school regularly, liaises with the SENDCO and reports back to the LGB
- The effective implementation, monitoring and evaluation of this policy
- The Chairs of LGB report on an annual basis to the City/County Advisory Group who provide a consolidated report to the Nova Education Trust Board about the effectiveness of this policy.

The Head of School/ Headteacher is responsible for the day-to-day management of the SEND policy. The Head of School/ Headteacher will ensure:

- That all staff, students and parents are aware of and follow this policy
- The LGB is kept fully informed of all issues relating to SEND responsibilities
- That effective links are established with parents/carers of SEND students
- The work of the SENDCO is subject to regular and on-going evaluation and appraisal

The SENDCO is responsible for the day to day application of the SEND policy. This includes:

- Leadership of SEND training and development across the school
- Providing advice, guidance and support to staff, parents and students
- Developing individual learning plans as appropriate to ensure that student needs are met
- Ensuring effective liaison with parents, LAs, external agencies and feeder schools
- Liaising with the Head of School and the link governor
- Leading the team of TAs and evaluating the effectiveness of their work

### **Admission to School**

The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

### **Transition between and within schools**

Individual plans will be drawn up for children requiring additional transition activities. These will be completed alongside feeder/receiver schools and parents.

## **Identifying when a Student has Special Educational and Disability Needs**

It is important that a student's special educational and disability needs are identified as early as possible. We will always let parents know as soon as we identify that their child has special educational needs.

### **A graduated approach:**

#### **Quality First Teaching**

- a) Any students who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a student has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The student's teachers will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCO will be consulted as needed for support and advice and may wish to observe the students in class.
- e) Through (b) and (d) it can be determined which level of provision the student will need going forward.
- f) If a student has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The student is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the student on the school's SEND list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the student. The frequency of these meetings is dependent on the individual's needs and progress being made.

#### **SEND Support**

Where it is determined that a student does have SEND, parents will be formally advised of this and the decision will be added to the student's school record. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the student grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Asses**

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This involves clearly analysing the student's needs using teacher assessment and experience of working with the student, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The student's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the student is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the student, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The class teacher remains responsible for working with the student on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

### **Review**

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the

views of the student and their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the student's progress and development making any necessary amendments going forward, in consultation with parents and the student.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

If appropriate it may be necessary to involve other services or agencies to support the child, their family and the school e.g. an Educational Psychologist or specialist teacher from the Inclusive Education Service. The external support agencies may advise the school on appropriate targets and provide specialist help when required.

### **Referral for an Education, Health and Care Plan**

If a student has lifelong or significant difficulties they may undergo a Statutory Assessment Process which can be requested by the school or a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an EHC plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the student is eligible for an EHC Plan.

Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

### **Record Keeping**

Records kept of the steps taken to meet student's special educational needs are held securely and according to Data Protection best practice. Records are available for inspection by parents on written application to the school.

The people we work with **Parents**

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We firmly believe in developing a strong partnership with parents and that this will enable our students to achieve their potential. We recognise that parents know their children best and have a critical role to play in their education.

- Parents are invited to attend regular SEND Review Meetings as well as normal Parents' Evenings.
- Parents are encouraged to share information about their child informally e.g. by telephone, email or via the School Planner.
- Parents are encouraged to link with the Parent Partnership Services and other voluntary organisations.
- We are committed to fully involving parents in helping plan provision. **Students**

We believe that it is important to listen to and act upon what students say about their needs and what sort of help they would like. We:

- Involve students in their support reviews and any target setting, enabling them to express their feelings about the sort of help they would like.
- Encourage students to become involved in the wider life of the school. **External**

**links:**

We also work with a wide range of external agencies and professional staff who can give us advice, support and training, as appropriate. **Other Schools and Colleges:**

We work together within the Nova Trust to ensure shared approaches to the implementation of the Code of Practice, to plan training events linked to SEND and to quality assure practice in each school.

**Links with the Local Community:**

We believe that school has an important part to play within the local community. We are involved in:

- Helping to arrange work experiences for our students
- Organising visits around the local area
- Taking part in community projects
- Links with local universities and colleges

**Parent Partnership Services:**

Parent Partnership Services provide information, advice and guidance on special educational needs and can provide an independent parental supporter for all parents who want one. There details can be found through the SEND Local Offer.

**SEND Local Offer**

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Nottinghamshire County Council [www.nottshelpyourself.org.uk](http://www.nottshelpyourself.org.uk)

Nottingham City Council [www.asklion.co.uk](http://www.asklion.co.uk)

Derbyshire County Council [localoffer.derbyshire.gov.uk](http://localoffer.derbyshire.gov.uk)

Leicestershire County Council [www.leicestershire.gov.uk/educationandchildren/special-educational-needs-anddisability](http://www.leicestershire.gov.uk/educationandchildren/special-educational-needs-anddisability)

## **How provision for special educational needs is funded**

The Age Weighted Pupil Unit (AWPU) is the sum of money provided to school for every student on roll. Some of this money goes towards providing for children with special educational needs as well as for all other students. The AWPU covers costs associated with:

- the employment of the SENDCO
- providing an appropriate differentiated curriculum for students

The school receives allocations of funds to be used specifically to provide for students with SEND (Element 2). Additional funding provides staff and resources for literacy, numeracy and social skills support programmes plus TA support in lessons and during enrichment activities. The SENDCO may also bid for Higher Level Needs funding (HLN-Element 3) to provide targeted support for named students who experience the most significant barriers to learning and participation.

## **How we monitor and evaluate our SEND policy**

The Nova Education Trust Board of Directors has a duty to evaluate every year the provision for students with SEND.

Parents' views are sought at all review meetings, Parents' Evenings, SEND Review meetings.

We also involve students in review meetings and in setting targets.

- We use SATs, internal assessments data and PIVATS to monitor progress.
- We also use teams from the Inclusive Education Service and Educational Psychology Service to advise and monitor.
- We ensure that all students with SEND are able to fully take part in the use of the school, including extra-curricular activities and trips.

## **How we deal with complaints**

We are always very happy to talk to parents and listen to any concerns they may have. If you have any worries or concerns about how we are providing for your child, please talk to your child's tutor or to the SENDCO. If you feel that your concerns are not being responded to, please refer to the trust's complaints procedure which you will find on the school's website.