

## Brighter Futures Academy Trust

### SEND Policy



<b>Name of Policy Writer/Amendments</b>	<b>Date Written/Amended</b>	<b>Next Review Date</b>
L. Johnson	July 2013	July 2014
S. Durant	October 2013	
L. Johnson	May 2014	July 2015
C. Howarth	October 2014	October 2015
V. Rawsley	November 2015	November 2017

The SLT, staff, parents, governors and trustees were involved in developing the policy.

The 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 or Disability (SEND)**

We adhere to the definition of Special Education Needs from the revised new Special Educational Needs and Disability Code of Practice 2015 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 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 2015 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 Governing Body 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 revised new Code of Practice 2015, 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 SEN 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 Executive Head Teacher and the Governing Body have delegated the responsibility for the day to day implementation of the policy to the Heads of School. The Inclusion Managers, who

are also the Deputy Heads of School, have Qualified Teacher Status. The management of SEND is supported by the Senior Leadership Team.

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 a statement of special educational needs. 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 revised new SEND Code of Practice 2015, the SENCO 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 Head of School
- 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 heads of school, assistant heads of school.
- Working with the Head of School 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 Inclusion Manager 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 Directors. 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 revised new 2015 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 SEND 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 and disability 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 and disability needs, the school will adopt a graduated response that recognises there is a continuum of special educational and disability 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 Inclusion Manager will have responsibility for ensuring that the records are kept and available as needed. If schools refer a child for an EHC 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 Inclusion Manager works closely with the Heads of School 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 expectations. For some pupils we use PIVATs to support the use of P Levels.

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

- the analysis of data including entry profiles, Foundation Stage Profile, SATs, reading ages, termly and annual pupil assessments
- the completion of teacher concern forms
- 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 Inclusion Manager 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 SEN 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, ECaR, ECaW, Listening Skills, Early Phonics, Toe by Toe*)
- 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

### **Monitoring Pupil Progress**

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

- Narrows the attainment gap 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 Inclusion Manager, 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**

All pupils identified as requiring SEND support in School, with outside agency involvement, will have an Individual Education Plans setting out targets and any provision made that is additional to and different from the usual classroom.

For pupils with statements/Educational Health Care plans (EHCP), provision will meet the recommendations on the statement/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 SENCO 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 leaning 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 learning outcomes.

### **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 SENCO 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, 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 revised new SEND Code of Practice 2015.

The revised new SEND Code of Practice 2015 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 Inclusion Manager, 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. Parents 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/SENCo 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 SENCO 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 levels 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 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

- Assessments in reading, writing and maths.
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- 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 Inclusion Manager will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teacher
- A representative of the SEND Inclusion and Assessment Team
- The Educational Psychologist
- Any other person the SENCO 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 SENCO 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 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 ( revised new 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:

- 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***

All the schools within the trust have been designed/ modernised and developed in line with all DDA requirements. This includes chair lifts, accessible toilets, wheelchair access at identified points, accessible parking spaces, 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 Inclusion Manager will maintain links with other SENCoS through the SENCo network meetings.

### **Links with Other Services**

Effective working links are maintained with:

- Speech and Language Therapy Service
- Educational Psychology Service EPS
- Behaviour specialists
- Statementing 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 SENCo links through the development group network.

### **INSET**

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

### **Resources**

The provision for SEND /AEN 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.

Most SEND funds are used effectively to maintain staffing levels to provide the support and challenge that the pupils need. There is also an annual allocation for resources and training.

### **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 of School. The Executive Head Teacher and/or chair of the

Governing Body may be involved if necessary. In the case of an unresolved complaint the LA may be involved. (see Complaints Policy)

### **Dissemination and Review**

This policy, once approved by the 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.