







# Special Educational Needs and Disabilities (SEND) Policy

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The Education Fellowship believes in making it possible for every pupil to achieve aspirational outcomes; educationally, socially, in their personal life and within their local community. Our schools are committed to working in partnership with relevant professionals in order to achieve holistic outcomes for children. This policy sets out our strategy for empowering pupils by:

-  ensuring that pupils with learning difficulties and/or disabilities make good or better progress through the well-targeted support they receive and that they are fully integrated into the other aspects of school life
-  early identification of pupils who are in need of extra provision and ensuring smooth transition between schools and key stages through good communication systems within the school to refer pupils who may be in need
-  ensuring all staff are aware of each individual's needs and how best to support them in class so that they are confident in responding to pupils of all abilities and needs
-  keeping parents fully informed and to actively seek the involvement of parents in the education of their children
-  ensuring pupils and their parents are involved in all decisions
-  creating strong partnerships with supporting agencies and alternative provision networks

The Education Fellowship schools follow the latest Department for Education (DfE) guidance. The Draft Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years was published in April 2014 and provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014, see

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/304534/Code\\_of\\_Practice\\_Draft.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/304534/Code_of_Practice_Draft.pdf)

With revision to the SEND Code of Practice: 0 to 25 years published in May 2014, see

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/304273/SEND\\_consultation\\_document\\_final\\_MC.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/304273/SEND_consultation_document_final_MC.pdf)

The main changes from the SEN code of practice (2001) reflect the changes introduced by the Children and Families Act 2014.





- ♥ The Code of Practice (2014) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN
- ♥ There is a clearer focus on the participation of children and young people and parents in decision-making at individual and strategic levels
- ♥ There is a stronger focus on high aspirations and on improving outcomes for children and young people
- ♥ It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care
- ♥ It includes guidance on publishing a Local Offer of support for children and young people with SEN or disabilities
- ♥ There is new guidance for education and training settings on taking a graduated approach to identifying and supporting pupils and students with SEN (to replace School Action and School Action Plus)
- ♥ For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs)
- ♥ There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood
- ♥ Information is provided on relevant duties under the Equality Act 2010
- ♥ Information is provided on relevant provisions of the Mental Capacity Act 2005

### **Special educational needs and or disabilities (SEND)**

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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- ♥ has a significantly greater difficulty in learning than the majority of others of the same age, or
- ♥ has a disability which prevents or hinders him or her 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

The four broad areas of special educational need are:

-  Communication and interaction
-  Cognition and learning
-  Social, emotional and mental health difficulties
-  Sensory and/or physical needs








For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in this Code across the 0-25 age range but includes LLD.

### **SEND support in our schools**

We are committed and work together to ensure best outcomes for pupils. We want our children to be independent, to enjoy learning, to make progress and be active members of our communities. In order to do this:

-  we make sure that pupils **needs** are identified early
-  we engage with our pupils and their parents about **outcomes** they would like to achieve
-  we put in place good quality strategies so that they can make progress
-  we regularly **monitor** progress
-  we **review** regularly so that the quality of provision can be maintained and developed
-  we **include** pupils and their parents at every stage, we always welcome their views and contributions
-  where a pupil has not made expected progress, the school, working with the parents, should consider requesting an **Education, Health and Care (EHC)** assessment

## Funding for SEND support

All schools are provided with additional funding for SEND pupils. This funding is determined by a local funding formula, discussed with the local schools forum.

- ♥ Schools have an amount identified within their overall budget, called the notional SEN budget
- ♥ The notional SEN budget is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget
- ♥ Schools determine their approach to utilising the funding to support the progress of pupils with SEND
- ♥ The SENCo, Principal/Headteacher and the fellowship should establish a clear picture of the resources that are available to meet needs, including any resources targeted at particular groups, such as the pupil premium
- ♥ This will enable schools to provide a clear description of the types of special educational provision they normally provide and will help parents and others to understand what they can normally expect the school to provide for pupils with SEN
- ♥ Schools are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year
- ♥ Schools are not expected to meet the full costs of more expensive specialist provision from core funding. The responsible LA should provide additional top-up funding where the cost of the specialist provision exceeds the nationally prescribed threshold

## Roles and responsibilities

### Local Authorities

Local Authorities (LAs) **must** publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND, including those who do not have Education, Health and Care (EHC) plans.

In setting out what they 'expect to be available', LAs should include provision which they believe will actually be available. LAs and their partner\* bodies and agencies **must** cooperate with each other in the development and review of the Local Offer. This is essential so that the Local Offer provides a comprehensive, transparent and accessible picture of the range of services available.




*\* Local partners who are required to co-operate with the LA include: governing bodies of LA schools; proprietors of academies and free schools; non-maintained special schools; governing bodies of further education colleges and sixth form colleges; PRUs; independent or specialist colleges.*

## **Schools**






High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils.

**All teachers are teachers of pupils with SEND.** 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.

### **Class Teachers/Tutors will:**

-  be aware of the needs of pupils in their tutor group who are on the Code of Practice and monitor them
-  support the SENCo to ensure appropriate support is put in place when required for attendance, behaviour or learning difficulties
-  recognise and reward improvement and success for all pupils on the Code of Practice

### **Teaching Assistants will:**

-  assist the SENCo in the day-to-day running of the learning support activities
-  liaise in class with the teacher to ensure the needs of identified pupils are met
-  work with pupils 1:1 and in small groups for withdrawal work
-  work with the SENCo to develop programmes of study for groups and individual pupils
-  work with the SENCo to assess pupils and monitor provision for Code of Practice pupils

### **Subject Teachers will:**

- ♥ use the information on identified pupils, SEN register and other sources distributed by the SENCo to support teaching
- ♥ have a responsibility to bring to the attention of the SENCo any child whose needs they believe are not being met
- ♥ be aware of the varying needs of pupils in their classes and to differentiate accordingly
- ♥ all teachers are teachers of pupils with special educational needs

### **Specialist Teachers will:**

- ♥ ensure that concessions are applied for and put in place
- ♥ lead the dyslexia work in the school
- ♥ lead on the SEN testing within the school
- ♥ support the SENCo in all areas

### **Curriculum Leaders will:**

- ♥ ensure their team use the information on identified pupils, SEN Register and other sources distributed by the SENCo in order to plan to meet the needs of all the pupils in their classes
- ♥ liaise with the SENCo when there are concerns about the behaviour or learning in their subject area
- ♥ ensure that the teaching and learning is differentiated through a suitable curriculum, supportive groupings, appropriate teaching approaches

### **The Special Educational Needs Coordinator (SENCo)**

The SENCo is a qualified teacher who is responsible for coordinating the day-to-day provision for pupils with SEND. Within 3 years of taking the post, they must have achieved the National Award in Special Educational Needs Coordination. As part of their role they will:




- ♥ adhere to this policy in coordinating specific provision to support pupils with SEND
- ♥ advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- ♥ co-produce policy statements **with** pupils, parents and carers ensuring that all information is written in a way that is easily understood by all
- ♥ oversee the provision for pupils with SEND including general class, small group and individual student support

- ♥ organise and manage the work of teaching assistants
- ♥ maintain the school's SEND register and all relevant documentation
- ♥ keep records on pupils who have SEND and ensure that their progress is regularly monitored and reviewed by use of the Education, Health and Care Plan (EHC) and any associated school based plan
- ♥ liaise with teachers, parents and external agencies
- ♥ ensure annual reviews for pupils with an EHC
- ♥ organise meetings as appropriate with designated teachers at regular intervals in respect of SEND issues
- ♥ regularly review and monitor SEND provision within the school
- ♥ take part in formal meeting such as consultation meetings with external agencies regarding support for SEND pupils
- ♥ liaise with class teachers/tutors/subject teachers to ensure that the needs of SEND pupils are met throughout the curriculum
- ♥ provide in-house training to meet the needs of individual members of staff and the needs of the school as part of the school CPD programme
- ♥ manage and monitor Pastoral Support Programmes and oversee the Learning Support Programmes
- ♥ liaise with external agencies such as the Educational Psychology Service, Child and Adolescent Mental Health Service (CAMHS), Speech and Language Therapy Service, Occupational Health Service, Physiotherapists and the Learning Support Service
- ♥ liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- ♥ ensure that the Principal/Headteacher and the AAB are fully informed of all relevant details and are aware of their responsibilities under the new Code of Practice




**Principal/Headteacher will ensure that:**

- ♥ schools are aware of the Local Offer produced by the LA within the area and make this available to pupils, parents/carers
- ♥ the school works with the LA and other external services to ensure appropriate action is taken to address identified issues
- ♥ the fellowship, LA and the Academy Advisory Board (AAB) are kept informed of progress against the agreed targets within an individuals agreed learning plan
- ♥ the SEND policy is reviewed annually against statutory guidance

**Parents/Carers are responsible for:**






-  working with school staff and other multi-agency staff in the production of the EHC plan and implementation of the plan
-  attending annual reviews
-  inform the SENCo of any concerns or information regarding their child

**The Academy Advisory Board (AAB) will:**

-  acknowledge and be aware of the new SEND Code of Practice
-  appoint an SEN Governor
-  support the Principal/Headteacher to ensure that the necessary provision is made for any student who has SEND





**Recording information**

It is for schools to determine their own approach to record keeping, but the provision made for pupils with SEND should be recorded accurately and kept up to date. As part of any inspection, Ofsted will expect to see evidence of pupil progress, a focus on outcomes and a rigorous approach to the monitoring and evaluation to show:

-  all SEND support provided
-  use information systems to monitor the progress and development of all pupils
-  outcomes, teaching strategies and the involvement of specialists for pupils with SEND
-  how information was shared with parents in a format that is accessible
-  additional support through the use of provision maps to help maintain an overview of programmes and interventions

**Publishing information**

Our schools **must** publish information on their websites about the implementation of this policy. The information published **must** be updated annually and any changes to the information occurring during the year **must** be updated as soon as possible and include:

-  the kinds of special educational needs that are provided for
-  this policy outlining assessment processes
-  the name and contact details of the SENCo
-  arrangements for consulting parents of children with SEND



- ♥ arrangements for assessing and reviewing pupils' progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review
- ♥ arrangements for supporting pupils in moving between phases of education and in preparing for adulthood (for older pupils)
- ♥ the approach to teaching pupils with SEN
- ♥ how adaptations are made to the curriculum and the learning environment
- ♥ the expertise and training of staff to support SEND pupils
- ♥ evaluating the effectiveness of the provision for SEND pupils
- ♥ how SEND pupils are enabled to engage in activities available with other pupils
- ♥ how the school involves other bodies and partnership agencies

## Monitoring and Evaluation


Schools **must** provide an annual report for parents on their child's progress. Most schools will want to go beyond this and provide regular progress reports against pupils' previously agreed targets. In addition, evidence will be gathered regarding:

- ♥ staff awareness of individual pupil need
- ♥ success of the identification process at an early stage
- ♥ academic progress of pupils with SEND
- ♥ the increase in the level of inclusion achieved within the school setting as a percentage of time
- ♥ attendance and number of exclusions
- ♥ consultation with parents
- ♥ number of pupils moving between stages
- ♥ pupils' awareness of their targets and achievements
- ♥ achievement in external examinations
- ♥ whether the school meets the statutory requirements of the SEND Code of Practice
- ♥ monitoring, by the SENCo working with the Governor with SEND responsibility on an annual basis and reported to the Academy Advisory Board (AAB)

## Staff Development

- ♥ Staff will receive appropriate training on how best to support SEND pupils and on specific areas of need including changes to the Code of Practice through individual schools CPD programme

## Procedure for dealing with queries or concerns

-  We are committed to responding to all queries and concerns quickly and effectively. We recognise that in some situations, parents may have further questions or concerns and these should be raised initially with the class teacher or tutor. If these concerns persist parents should contact the school SENCo. If they are unhappy with the outcome and wish to take it further any correspondence should be addressed to the Principal/Headteacher