SEND Policy

Our Mission

"Together we work as one family to ensure excellence for all."

Our Vision

To be an ambitious, inclusive, collaborative family of schools, ensuring fullness of life and excellence in education, whilst celebrating individuality.

Policy Reviewed and Adopted by Board of Directors:	Autumn Term 2024
Date of Next Review:	Autumn Term 2028
Responsible Officer:	Lindsey Vollans

Safeguarding

All staff at One Excellence Multi Academy Trust are committed to adhering to the highest standards of safeguarding and child protection. We act quickly to investigate and put a stop to incidents of bullying and we take reports of bullying behaviour very seriously.

Each school has its own SENDCO. All SENDCO's have completed or are completing the National Award for SEND (NASENCO Award) or equivalent. Each school has its own SEND link governor.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Single Equality Scheme
- Teachers Standards 2012

Abbreviations used in this policy

SEND	Special Educational Needs and Disabilities
SENDCO	Special Educational Needs and Disabilities Co-ordinator
LA	Local Authority
LAB	Local Advisory Board
MAT	Multi Academy trust
SLT	Senior Leadership Team

Aims and objectives

At One Excellence Multi Academy Trust, every teacher is a teacher of every child including those with SEND. It is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required.

We want One Excellence Multi Academy Trust pupils to:

- experience success
- demonstrate confidence and a positive attitude
- receive appropriate educational provision through a broad and balanced curriculum that is relevant
- participate in all aspects of school life

In order to achieve the above, One Excellence Multi Academy Trust staff will:

- seek to identify the needs of pupils with SEND as early as possible.
- work within the guidance provide in the SEND Code of Practice, 2014
- make appropriate provision to overcome all barriers to learning
- provide support and advice for all staff working with special educational needs pupils
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and LAB members for SEND is implemented and maintained.

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2020

The four areas of Special Educational Needs as outlined in the Code are:

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

A Graduated Approach to SEN Support

At One Excellence Multi Academy Trust, we have a graduated approach to supporting children with Special Educational Needs. This support consists of a four – part process:

- Assess
- Plan
- Do
- Review

Assess

At One Excellence Multi Academy Trust, teachers are responsible and accountable for the wellbeing, progress and development of pupils in their class. We monitor progress and development in all areas – social, emotional, physical and academic.

We do this as we believe that a child will flourish when all their needs are being met. We believe in educating the whole child to obtain life in all its fullness.

We promote a positive mind-set to encourage resilience, responsibility and develop self esteem; however we recognise that, at times, children need to be supported emotionally and socially. Our staff are highly skilled in doing this.

When a child is identified as not making adequate academic progress then high quality teaching is targeted at the area of weakness. The majority of pupils can make progress through such teaching. If, despite this teaching, there are no improvements in progress then further within school discussions and / or assessments will take place.

These will identify barriers to learning, specific areas of need or gaps in learning and development. Once these have been identified, additional or different provision can be planned for.

At each stage, staff will discuss with children the purpose of the specific teaching/assessments. If it is proposed that additional or different provision is required then this will be discussed with parents/carers, alongside how the child can be supported to achieve the outcome of this provision. The intended outcome of this provision will be shared with the children.

Plan

Once a child has been identified as having a special educational need or disability, staff will consider what type of additional support would best meet the child's particular need.

The proposed support will be discussed with parents/carers and recorded in a SEN support plan. The purpose of the agreed support will be explained to the child. This support is usually additional focussed teaching or intervention. Here, a member of staff will work with the child/group of children on a programme of work with a specific outcome.

All staff involved with the child will be aware of their specific needs, the support provided and any teaching strategies or approaches that are required.

Transition is a crucial time for children with SEND. Meetings are held with staff from a child's current class and next class to share information about the child and their needs and to plan for transition.

Do

Any additional support/intervention will be delivered by a teacher or teaching assistant under the direction of the child's class teacher.

Where appropriate, specialist staff may provide the additional support e.g. speech therapists. The support may be delivered within the child's classroom as part of timetabled lessons or as an additional session taught away from the classroom. The member of staff delivering the intervention will liaise regularly with the other adults working with the child to ensure that progress made during the intervention is maintained and built upon.

The class teacher will inform parents/carers as to how they can become involved in supporting their child during the intervention.

Review

Staff assess progress throughout the intervention, enabling them to modify provision to suit individual needs.

At an appropriate point, staff will undertake a review of the additional support to determine the effectiveness of the provision; if the planned outcomes have been met and how much progress the child has made.

The SEND team will have an overview of this review and offer support in determining next steps which will then be detailed in a subsequent support plan.

Parents/carers will be informed as to the outcome of the review and next steps will be discussed and agreed in the form of a new support plan.

High Needs Funding

For some children on SEND support, who require high level, individualised intervention, it may be possible to access additional targeted funds to meet their identified, individual special educational need outcomes.

If a child is identified as being in need of greater support, then school may make a submission to the LA high needs top-up funding panel.

Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by 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 Education, Health and Care Plan will be taken at a progress review meeting. The application for an Education, Health and Care Plans will combine information from a variety of sources including parents, teachers, SENDCO, advisory teachers , Social Care and 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 or not the child 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.

Following Statutory Assessment, an EHC Plan will be provided if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Supporting pupils and families

The SEND support offer can be found in more detail on the schools' website.

When transferring to secondary school, One Excellence Multi Academy Trust staff liaise with secondary school staff to discuss and pass on details for pupils with SEND. These pupils are given additional visits, if required, so that they will become more confident in their new setting.

Supporting Children with Medical Conditions

The Trust recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs and may have an Education, Health and Care plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2020) is followed.

The school policy for supporting children with medical conditions outlines the arrangements in place in school to do so.

Monitoring and evaluation

The SEND team monitor SEND Support plans, provision and progress on a termly basis. The outcomes of this monitoring is disseminated to staff and actions to address these outcomes are implemented and reviewed.

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. In-service training needs related to special educational needs will be identified by the SENDCO in consultation with the headteacher.

The SENDCO attends termly SEND briefings run by the LA in order to keep up to date with local and national updates in SEND.

Newly appointed teaching and support staff meet the SENDCO to discuss SEND provision and practice in the school.

The funding for Special Needs in the school is identified in the School Budget Share. The Headteacher, supported by the LAB and Directors make decisions as to how it is spent on an annual basis at budget setting time. This will reflect priorities as set out in the School Improvement Plan.

Enhanced Mainstream Provision

We currently host two Local Authority funded Enhanced Mainstream Provisions (EMP's) for Key Stage 1 and 2 children The provision at Pentland is a 10 place Communication and Interaction EMP and St. Mark's is a six place EMP for children with social, emotional and mental health EHCP's.

Our school's see the EMP's as an integral part of the school community. The children share the same playtime and lunchtime provision of other children and register and access mainstream classrooms when appropriate.

Children from the school have access to the EMP for specialist support and advice where this is possible within existing resources.

Admissions to the EMP are determined by the LA in consultation with the schools. All children who are given a place must go through consultation with the school and be in receipt of an EHCP. The school is expected to admit up to the capacity on which the budget share is based. There may be exceptional circumstances where the school is asked to admit pupils beyond capacity. Arrangements for such provision will be made with the Headteacher's agreement.

PDC

We currently hold four PDC places (Pathway Development Centres) across two of our schools. These are places fully funded by the LA for children who have received a permanent exclusion, or at risk of them. The PDC placement is a twelve week pathway which sees the host school assess the child, and through a multi agency approach, determine the best school placement for the child. There is no required SEN status for this placement. Schools are consulted with by the LA to enable suitability of provision for each child.

Roles and Responsibilities

The **Local Advisory Board's (LAB)** in co-operation with the Headteacher's, have a legal responsibility for determining the policy and provision for pupils with special educational needs. Specific responsibilities are to:

- appoint a SEND board member to monitor the quality of SEND provision and report back regularly to the LAB
- develop the school's SEND policy in line with SEND Code of Practice 0 – 25 (2020) and make this available to parents
- ensure that necessary provision is made for any pupil with SEN or a disability, so that they may take part in all school activities
- ensure that all staff are aware of the need to identify and provide for pupils with SEND
- ensure that parents are notified if the school decides to make SEND provision for their pupil
- be fully informed about SEND issues, so that they can play a major part in school self-review
- set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND
- ensure SEND provision is an integral part of the School Development Plan

The **headteacher** has responsibility for:

- overseeing the provision for children with SEND
- the management of all aspects of the school's work, including provision for pupils with SEN or a disability
- working closely with the SENDCO
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to the LAB members different SEND issues and the effects of inclusion policies on the school as whole.

The **Special Educational Needs and Disability Co-ordinator's** (SENDCO's) are responsible for:

- overseeing the day to day operation of the school's SEND policy and co-ordinating the provision for pupils with special educational needs/disabilities
- ensuring that an agreed, consistent approach is adopted
- supporting all staff by advising on appropriate outcomes and strategies, resources and materials for use with pupils with SEND and on the effective use of materials and personnel
- liaising closely with parents of pupils with SEND
- liaising with outside agencies, arranging meetings and observations and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND records
- contributing to the monitoring and evaluation of progress of pupils with SEND
- facilitating the in-service training of teaching staff, HLTAs and TAs in SEND matters
- liaising with the SENDCO's in receiving schools and/or other primary schools to help provide a smooth transition

Class teachers are responsible for:

- identifying those children with SEND
- monitoring the progress of children with SEND
- providing an appropriately differentiated curriculum
- liaising with parents of pupils with SEND
- reviewing and writing new support plans for pupils with SEND
- facilitating termly support plan review meetings with parents and pupils with SEND

Higher Level Teaching Assistants and Teaching Assistants:

- support pupils' individual needs and help with inclusion of pupils with SEND within the class
- play an important role in delivering interventions and monitoring progress

- contribute to review meetings
- give feedback to teachers about pupils' responses to tasks and strategies
- keep records of their interventions

Lunchtime Supervisory Assistant's are given any necessary information relating to the supervision of pupils at lunchtime, in particular to their behaviour management and other issues for particular pupils.

Accessibility

Some children in our school's have disabilities. We view disability as a diverse range of ability in the same way as we refer to the capabilities of children without disabilities. There is no expectation of disabled children to perform in a way that would not be expected of children as a whole.

We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

The Trust is committed to providing an environment that allows disabled children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school's also allow wheelchair access. We have specialist desks and chairs for pupils with limited motor-coordination skills. Our Accessibility Plan's identify how we intend to increase the extent to which disabled pupils can take advantage of all that our school's have to offer.

Teachers ensure that the work undertaken by disabled children:

- takes account of their pace of learning by giving additional time to complete certain activities.
- takes account of the equipment they use and any modifications made to teaching materials;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects in which children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- uses assessment techniques that reflect their individual needs and abilities.

Complaints

If pupils or parents/carers are unhappy with any aspect of provision, they should discuss the issue with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENDCO.

In the event of a formal complaint, parents are advised to follow the school complaints procedure. A copy of this is available from the Trust website.

Other Related Policies and Sources of Information

The following policies give further detail on other aspects of support for pupils with SEND. They are all available from the Trust website.

- Accessibility Plan
- Curriculum Policy
- Single Equalities Policy
- Behaviour Policy
- Safeguarding Policy